Република Македонија
Министерство за образование и наука

СО ОБРАЗОВАНИЕ ГРАЃАНИТЕ СЕ РАЗВИВААТ

EDUCATION STRATEGY

AND ACTION PLAN

THE REPUBLIC OF MACEDONIA

EDUCATION STRATEGY FOR 2018-2025
and Action Plan

CONTENTS

LIST OF ACRONYMS

AEC	Adult Education Centre
ALE	Adult Learning and Education
BAEHE	Board for Accreditation and Evaluation of Higher Education
BDE	Bureau for Development of Education
BTCP	Board for Trust and Cooperation with the Public
DDPELEC	Directorate for Development and Promotion of Education in the Languages of the Ethnic Communities
EC	European Commission
ELS	Education on Life Skills
EMIS	Education management information system
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register
EQAVET	European quality assurance in vocational education and training
EQF	European Qualifications Framework
ESG	Standards and Guidelines for Quality Assurance in The European Higher Education Area
ETF	European Training Foundation
EU	European Union
FITD	Fund for Innovation and Technology Development
GDP	Gross domestic product
GoRM	GoRM of the Republic of Macedonia
HEI	Higher Education Institution
IB	International Baccalaureate
ICT	Information and Communications Technologies
IPA	Instrument for Pre-Accession Assistance
ISP	Indicative Strategy Paper 2014-2020
IT	Information Technology
LLL	Lifelong Learning
MoE	Ministry of Economy
MoES	Ministry of Education and Science
MoF	Ministry of Finance
MoH	Ministry of Health
MoISA	Ministry of Information Society and Administration
MoLSG	Ministry of Local Self-governance
MoLSP	Ministry of Labour and Social Policy
MQF	Macedonian Qualifications Framework
NBMQF	National Board on the Macedonian Qualifications Framework

NCHESIT	National Council for Higher Education, Science, Innovation and Technology
NEC	National Examinations Centre
NFE&AL	Non-formal education and adult learning
NGO	Non-governmental Organisation
NPAA	National Programme for the Adoption of the Acquis
NQF	National Qualification Framework
NTTO	National Technology Transfer Office
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PS	Pedagogical Service
SDG	UN Sustainable Development Goals
SEI	State Education Inspectorate
SSO	State Statistical Office
TIMSS	Trends in International Mathematics and Science Study
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Emergency Fund
USAID	United States Agency for International Development
VET	Vocational Education and Training
VETC	Vocational Education and Training Centre
VNFIL	Validation of Non-formal and Informal Learning
WB	World Bank
WG	Work Group
ZELS/ AoULSG	Association of the Units of Local Self Governance of the Republic of Macedonia / Заедницата на единиците на локалната самоуправа на Република Македонија

ACKNOWLEDGEMENTS

PREFACE

The Education Strategy of the Republic of Macedonia for 2018-2025 and its Action Plan were developed with financial and technical support of the European Union through a wide consultation and participatory process which was implemented by means of a large number of meetings, discussions, debates and conferences at different stages of the Strategy development – more precisely from identification of the challenges and priorities to formulation of the final text.

Extensive support and contribution was provided by many experts, scholars and academics, public and political figures, representatives of public institutions, the civil sector and other stakeholders interested in development of human resources and education policies in the Republic of Macedonia.

Strategy development was implemented by six Working Groups established by the Ministry of Education and Science and supervised by two National Coordinators. They were supported by a team of experts acting within the EU Technical Assistance project implemented by *Agriconsulting Europe S.A.* (Belgium) - AESA.

This first draft of the Strategy was produced in June 2016 and disseminated among the key stakeholders including national authorities, public institutions, social partners, educational institutions, development partners, experts and other players in the field of education. Based on their recommendations, the Strategy was reviewed, further improved and the final version was presented in the late 2017.

INTRODUCTION

1.   The Education Strategy of the Republic of Macedonia for 2018-2025 is the basis of the activities of the institutions in the Republic of Macedonia in the field of education for the period till 2025. It builds on the current state in the educational system and aims at their gradual development according to the established priorities.

2.   The process of the Strategy development, although being strongly supported by the European Union, followed the principles of: *ownership* by the GoRM and the agencies directly responsible for its implementation, particularly Ministry of Education and Science, Ministry of Labour and Social Policy and bodies and institutions responsible for the education, including educational institutions and *acceptance* by a large scope of stakeholders including public bodies, civil society organisations, social partners and the donor community (development partners).

3.   The strategy is based on clear identification of the main challenges of Education sector, thus ensuring its *relevance* through careful definition of the priority areas to be addressed within the period till 2025. At the same time, in order to meet the criteria of *credibility*, only the measures that can be implemented within the planned period are included in the Strategy and supported by a costed Action Plan with identified sources of funding. However, the strategy suggests also longer term objectives which may be considered while programming the next phases of education development in the country.

4.   Identification of the challenges and priorities and definition of the measures was done by different means:

- reviewing the achievements in the Education system development during the last 10 years carried out by a Working Groups established by MoES, for the purposes of development of the Strategy;

- studying the main overarching national strategies, policy documents related to education and to other sectors bridging with education, the most important EU and regional policy documents (including those associated with EU – Republic of Macedonia relations);

- consultations with extensive involvement of different stakeholders including public bodies, civil society organisations, social partners and the development partners' community, as well as education experts and professional practitioners, through a large a number of meetings, discussions, debates and conferences.

5. The document firstly covers six main pillars of education system – Pre-school Education; Primary Education; Secondary Education; Vocational Education and Training; Higher Education and Research; and Adult Learning and Education. These are followed by a seventh pillar, covering general issues in the education system.

6. Those Pillars are discussed under the Section 5 in terms of a review of the situation and past achievements, where also the challenges are identified, and priorities and objectives to be reached are defined.

7. The Section 6 presents the main principles of the Strategy implementation, monitoring and evaluation, and the Section 7 is the Action Plan.

THE SOCIO-ECONOMIC AND POLITICAL CONTEXT

8. A landlocked country with an estimated population of 2.022.547[1], the Republic of Macedonia has achieved relatively stable growth over the last 15 years elevated its status from lower-middle in 2000 to upper-middle income economy. Among 188 countries, Macedonia ranked 82nd in 2016 (stepping back from the 81st kept in 2014 and 2015) and is in the group of the countries with high human development[2].

9. The efforts towards the maintaining macro-economic stability in the face of the global recession and the slowdown in the Eurozone resulted in the GDP growth of 3.7% in 2015[3] but only 2.6% in 2016[4]. In 2016, the employment rate of the working age (15-64) population was 49.1% and recorded an increase by 5.7 percentage points from 2009. However, employment rate of young population (aged 15-24) remains low comprising 16.2%[5].

10. The poverty indicators showed a slight improvement during the last 5-6 years. Thus the poverty headcount ratio at national poverty lines decreased from 26.8% of population in 2010 to 22.1% in 2015[6].

11. The unemployment rate, although decreased from 32.3% in 2009 to 24% in 2016, still remains rather high. Youth unemployment drops as the level of education rises but is more than two times as high as the average – 48.2% (47.9 for men and 48.8% for women)[7]. In 2016, 25.2% of the persons between 15 and 24 years of age have neither been included in the education system nor have been employed.

12. During the last years, most of the job vacancies were created in the sectors of processing industry, construction, transport and warehousing, administrative and supporting activities and art, entertainment and recreation. Around 53% of new jobs related to the secondary vocational education and 34% to lower levels of education. In future most of the vacancies will appear in the processing industry (40%) and trade (9%) at the levels of secondary/vocational (62%) and higher education (10%)[8].

13. During the period of 2009-2015, the net migration was continuously increasing from 1,065 to 4,342 – mostly due the number of foreigners with temporary stay – but registered decrease to 4,113 in 2016. At

---

[1]   According to the last census from 2002.
[2]   UNDP, Human Development Report 2015.
[3]   World Bank, World development Indicators: http://databank.worldbank.org/data/reports. aspx?source=2&country=MKD&series=&period=
[4]   State Statistical Office, Monthly Statistical Bulletin, No. 1.2.17.03 http://www.stat.gov.mk/Publikacii/1.2.17.03_en.pdf.
[5]   State Statistical Office, Labour Force Survey, 2016 (http://www.stat.gov.mk/PrikaziPoslednaPublikacija_en.aspx?id=3).
[6]   World Bank, Global Poverty Working Group, http://databank.worldbank.org/data/Views/Reports/ReportWidgetCustom. aspx?Report_Name=CountryProfile&Id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=MKD.
[7]   State Statistical Office, Labour Force Survey, 2016 (http://www.stat.gov.mk/PrikaziPoslednaPublikacija_en.aspx?id=3).
[8]   Ibid.

the same time, the net migration of the country citizens slightly improved remaining, however, negative (from -510 in 2009 to -157 in 2016)[9]:

	2009	2010	2011	2012	2013	2014	2015	2016
Immigrants		2 715	3 211	3 787	3 991	4 208	5 358	4 743
Citizens of the country	259	303	349	396	490	265	259	283
Foreigners with temporary stay	1 000	1 356	1 747	2 072	1 941	2 273	3 617	2 481
Foreigners with extended stay	598	1 056	1 115	1 319	1 560	1 670	1 482	1 979
Emigrants	**792**	**1 007**	**1 290**	**1 415**	**1 041**	**839**	**1 016**	**630**
Citizens of the country	769	923	1 143	1 330	945	740	767	440
Foreigners with temporary stay	23	84	147	85	96	99	249	190
Net migration	**1 065**	**1 708**	**1 921**	**2 372**	**2 950**	**3 369**	**4 342**	**4 113**

14. The largest group of emigrants are those with secondary education (25.0% of all emigrants in 2016, 31.0% in 2014, 34.4% in 2013 and 41.8% in 2012) followed by the graduates of Universities (including those with Master degree) comprising 9.8% of emigrants in 2016 (10.7% in 2014, 11.2 in 2013 and 9.0% in 2012). The cohort of emigrants with primary education was – 6.1% although much bigger in the previous years: 13.2% in 2014, 17.3% in 2013 and 28.3% in 2012. People holding doctoral degree are the smallest group of emigrants – around 0.2%[10].

15. In 2013, top 5 destination countries of tertiary students from Macedonia were Bulgaria (1,197) Italy (507), Germany (425), Austria (412) and Turkey (361), while foreign students studying in the local universities were mainly from Serbia (1,146), Albania (230), Turkey (211), Bulgaria (30), and Croatia (24)[11]. Thus the mobility balance is negative yet.

16. Macedonia is firmly committed to the processes of European Integration and ultimately of Accession to the European Union. The country concluded the *Stabilisation and Association Agreement* in 2001 which came into force in 2004 and the EU candidate status was awarded in December 2005. The *National Programme for the Adoption of the Acquis* (NPAA) was adopted in 2006 and it is revised and update every year with activities deriving from the progress reports of the European Commission, as well as with short-term and mid-term priorities from the *Accession Partnership Agreement* which was adopted by the EU Council of Ministers in 2008.

---

[9]   State Statistical Office, Migrations 2016. http://www.stat.gov.mk/PrikaziPoslednaPublikacija_en.aspx?id=9
[10]   Statistics does not suggest the ratio of those with secondary general and secondary vocational education.
[11]   UNICEF, Migration Profiles: The Former Yugoslav Republic of Macedonia.
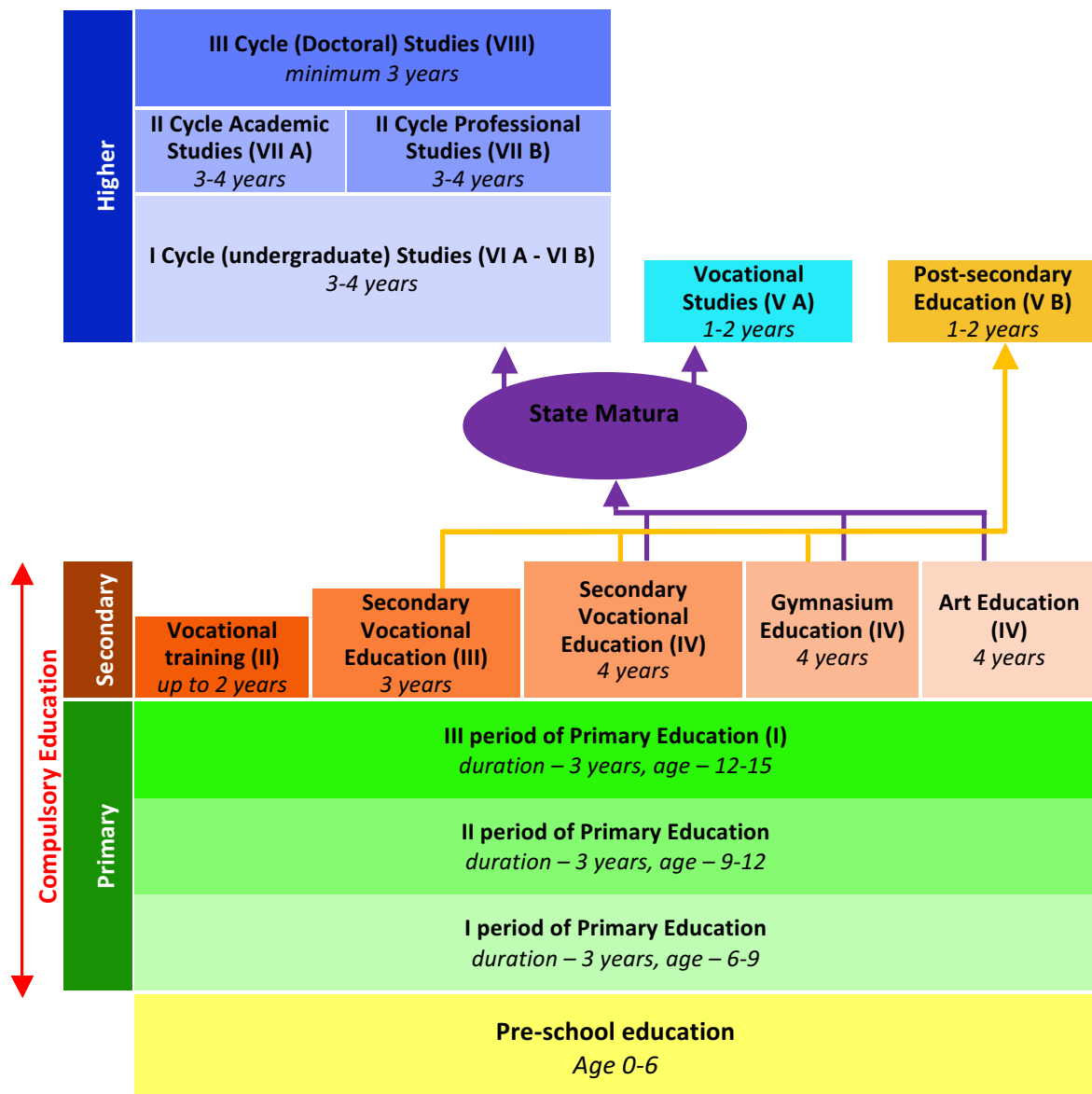
REVIEW OF THE EDUCATION SYSTEM

17. The education system of the Republic of Macedonia comprises a mix of pre-school, primary (6-14 years), secondary (15-17/18 years) and higher education. The figure on the next page represents the structure of the education system.

18. In 2016, there were 33,238 children up to 6 years old enrolled in 64 public and 19 private pre-school institutions, 4 kindergartens within private schools in the capacity of legal entities, 1 early child development centre in the capacity of a public entity, 6 early child development centres in the capacity of private legal entities, 1 public kindergarten within a legal entity established for the needs of its employees, 1 private kindergarten within a legal entity established for the needs of its employees[12]. Out of the total number of children, 16,796 are female children. Out of them, there were 840 Roma children and only 174 were children with disabilities (or with special educational needs). 14,035 children (43.0%) belong to the age of 5-6 years which relate to the preparatory year[13].

19. Primary education lasts for nine years and is compulsory and free for all pupils (6-14 old years). There are 347 primary schools in the country (around 1,100 including satellite schools). Literacy levels are high, 98.8% for male and 96.8% for female (2015)[14]. Gross enrolment rates 63%, and net enrolment rate is 91%. However, a number of children (mainly Roma) are not reflected in this statistics as they are not registered in any official system (have no ID), thus, the actual enrolment rate for the appropriate age cohort is less.

20. The secondary education, which is also compulsory and free, is divided into four streams: general secondary education (gymnasium), secondary vocational education, art schools, and education for pupils with special educational needs. Secondary vocational education may be of 3-year or 4-year duration. At the end of 3-year vocational education the students take a final exam, without a right for university entrance. Graduates of the 4-year secondary education are allowed to choose between the final exams and state or school Matura depending on whether they wish to continue education, while the gymnasium graduates have to take state or school Matura exams.

21. Among existing 124 secondary schools, 108 are public while the remainder 16 are private. Out of the secondary public schools, 23 are general education schools, 43 are vocational schools, 33 offer both general and vocational education, 4 schools are for pupils with special educational needs and 5 are art schools.

---

[12] Statistical bulletin no. 2.4.17.03/871 for 2016 by the State Statistical Office. All figures referring to number of schools and students, if not stated otherwise, are according to the State Statistical Office.
[13] Statistical bulletin no. 2.4.16.01/842 for 2015 by the State Statistical Office.
[14] Source: "Adult literacy rate, population 15+ years (both sexes, female, male)". UIS Data Centre. UNESCO. August 2015

Structure of the Education System in the Republic of Macedonia (according to MQF)

Higher	**III Cycle (Doctoral) Studies (VIII)** *minimum 3 years*
	II Cycle Academic Studies (VII A) *3-4 years* — **II Cycle Professional Studies (VII B)** *3-4 years*
	I Cycle (undergraduate) Studies (VI A - VI B) *3-4 years*

Vocational Studies (V A) *1-2 years*

Post-secondary Education (V B) *1-2 years*

State Matura

Secondary

Vocational training (II) *up to 2 years*

Secondary Vocational Education (III) *3 years*

Secondary Vocational Education (IV) *4 years*

Gymnasium Education (IV) *4 years*

Art Education (IV) *4 years*

Compulsory Education

Primary

III period of Primary Education (I) *duration – 3 years, age – 12-15*

II period of Primary Education *duration – 3 years, age – 9-12*

I period of Primary Education *duration – 3 years, age – 6-9*

Pre-school education *Age 0-6*

22. In 2016/17 there were 194 classes within 45 *special* primary schools, with total of 809 pupils (including 289 females) and 61 classes within 4 *special* secondary schools, with 229 pupils special educational needs (66 females) [15]. According to MoES, there are 725 pupils with special educational needs included in regular classes in primary education and 230 in regular classes in secondary education.

23. In the 2016/17 school year, there were 44,064 pupils enrolled in VET public schools (about 59% of all secondary school pupils), out of which 44.7% are females. Only 3,053 pupils were enrolled in the 3-year VET scheme (6.9% of secondary VET and 4.1% of secondary education), and 41,011 pupils attended 4-year VET scheme (or 93.1% of secondary VET and 55.2% of secondary education). In the post-secondary VET only 1,049 students or 1.82% of all Post-secondary education enrolees are involved.

24. Higher Education is implemented at 3 levels: undergraduate, master and doctoral studies. There are 6 functional public universities (two of them in Albanian as a language of instruction), 1 private-public University and 9 private universities, and 2 high vocational schools. In 2016/17, the 122 faculties within

---

[15] Administrative data from the Primary and Secondary Education Department at the MoES.

the universities had around 58 thousand undergraduate students, and 56% of them were female students. The gross enrolment rate of students was 34.2% (39.2% for females) and the net enrolment rate was 26.3% (30.9% for female students). In 2015/16, there were 3,034 master students and 58.9% of them belonged to the public.

25.   Education system is organised around four languages of instruction in primary schools (Macedonian, Albanian, Turkish and Serbian[16]) and three languages of instruction in secondary education (Macedonian, Albanian, and Turkish). Around 29% of primary schools and 34% of secondary schools are two/three-language schools[17].

26.   In the Ministry of Education and Science, the Department of Primary and Secondary Education (4 units) and the Department of Higher Education (3 units)[18] are responsible for the corresponding levels of education. The Department for European Union (3 units) is responsible for negotiation and integration into the Community, coordination of projects and donors' support, as well as for the implementation, coordination, monitoring and evaluation of the relevant IPA Components. Due to the specificity of Vocational Education and Training and adult education system structure in the country, no individual unit is responsible for these sectors within the MoES, coordination of this sector is a responsibility of the Unit for Secondary Education.

27.   There is a number of public institutions responsible for different aspects of education. The Bureau for Development of Education (BDE) is a body of the state administration subordinated to the MoES, assigned with performing expert tasks of significance to the development and promotion of upbringing and education in the country. BDE is responsible for monitoring, expert review, research, promotion and development of upbringing and educational activities in the field of pre-school education, primary education, secondary general and secondary art education, secondary vocational and postsecondary education, education of children with special educational needs, adult education, educational activities of student dormitories, as well as for the education of Macedonian citizens' children abroad in relation of acquiring the language and culture. A number of public institutions responsible for different aspects of education are constituent parts of the system. The BDE has 4 departments: for Curricula and programmes, Research in education, Professional development, Publishing. The headquarter of the organisation is in Skopje, but for providing professional advisory activities, instructional-mentoring work with teaching and management staff, BDE has 12 regional offices in different cities.

28.   The Vocational Education and Training Centre (VETC), established in 2007, is governed by a Management Board consisting of 9 members: one representative from the MoES, MoLSP, Chamber of Crafts, Chamber of Commerce each respectively, AoULSG/ZELS, and four representatives from VETC. The main tasks of the Centre relate to analysis and research in the system of VET, development of occupational standards, development of standards for vocational qualifications, and curricula, teachers training, counselling and mentoring, international cooperation and support to social partnership. The VET has been actively promoting Vocational Education and Training for the purpose of improving attractiveness of this type of education. However, the Centre's capacity to deliver the activities is circumscribed by its low budget and the limited number of the staff.

29.   The Centre for Adult Education (AEC) was established by the GoRM in November 2008 and became operational in June 2009. The AEC is managed by a Steering Committee with 10 members representing MoES, MoLSP, Chamber of Crafts, Chamber of Commerce, AoULSG/ZELS, and CAE. Main objective of the Centre is to *contribute to the achievement of socio-economic needs of the country, to meet the needs*

---

[16]   Experimental classes in Bosnian language have been introduced since 2010 in the schools that provide conditions for implementation.

[17]   Source: USAID Project on Interethnic Integration in Education.

[18]   There are also departments of: Science and Technological-technical Development; Finance; General Affairs and Support to the Minister; Normative and Legal Affairs; Textbooks; Internal Audit; HR Management; Strategic Planning, Monitoring and Analysis; Development and Promotion of Minority Languages; and other units.

of the labour market and to assist individuals in their personal development. Its main tasks are to promote the Adult education and coordinate cooperation with international institutions and other adult education organisations, to ensure quality particularly through establishment of standards and criteria for formal and non-formal adult education.

30. National Examinations Centre (NEC) is mainly responsible for organising and proving different types of assessments of students (such as the external testing and state Matura exams) including international assessments (such as PISA and TIMSS). In addition, it provides training, assessment and certification of principals (candidates for principals) of educational institutions. NEC is an independent structure subordinated directly to the GoRM but is funded through the BDE budget. The Centre produces regular reports and owns extensive information about the academic progression of pupils at national, regional and community levels.

31. The State Education Inspectorate (SEI) is a legal entity under the MoES jurisdiction. Inspectors and advisors work in the SEI as persons responsible for supervision over the implementation of the education related legislation as well as quality control of the education and upbringing process at all educational levels and lifelong learning (LLL) universities. Quality control is carried out by means of integral evaluation of the primary and secondary educational institutions and of LLL universities. This is being done for 7 areas (curricula and programmes, pupils' achievements, learning and teaching, support to students, school climate, resources, improvement and management) in accordance with the internal instrument – Indicators for evaluation of the quality of the education process at education institutions. Besides, the SEI inspects pre-school institutions, however in the early learning and development programme aspect only, as well as universities in terms of implementation of legal provisions.

32. Directorate for Development and Promotion of Education in the Languages of the Ethnic Communities (DDPELEC) is a body within the Ministry of Education and Science. It is responsible for delivering the teaching process for members of ethnic communities, ensuring better access of all marginalised ethnic groups to all levels of education, and for coordinating the projects aimed at strengthening the tolerance among the members of different ethnic communities in the country. DDPELEC is also responsible for implementation of the Strategy for Education of Roma and the Strategy for Integrated Education. It consists of a Department for Albanian, Turkish, Serbian, Roma, Vlach and Bosnian languages and a Department for peace and rights of children from all ethnic communities.

33. Pedagogical Service (PS) is another body within MoES with two main scopes of work: (1) preparation of programmes and measures for improvement of the psychological, social, cultural, and educational development of pupils, as well as implementation of some procedures to support pupils' development; and (2) organising and supporting the procedures for producing textbooks for primary and secondary education.

34. Within the Ministry of Labour and Social Policy (MoLSP), employment issues are coordinated by the Department for Labour Law and Employment Policies (4 units). These Units are responsible for elaboration, management, coordination, monitoring and evaluation of the National Employment Strategy and Action Plan on Youth Employment and for the employment measures of the Human Resource Development Operational Programme. The Unit for Social Inclusion in the Department for Social Protection is responsible for the preparation, coordination and monitoring of the National Strategy for Alleviation of Poverty and Social Exclusion 2010-2020. The MoLSP acts on grounds of an annual Operative Plan of active programmes and measures for employment and services on the labour market (with clear goals and outcome indicators), including calculated costs and defined sources of funding. The Unit for Child Protection is responsible for the aspects of Pre-school education, except the Programme for Early Learning and Development which is under the MoES - BDE.

35. In 2017, expenditures on Education will comprise 25,492.8 million MKD[19] (around 414.5 million euro) or 12.4% of the State budget against 23,644.4 million MKD[20] (around 383.3 million euro) or 12.1%, in 2016. Distribution of education budget as by the levels is presented in the tables below:

Levels of education	Thousand MKD		Thousand Euro (approx.)[21]		Growth 2016-2017, %
	2016	2017	2016	2017	
Pre-school and Primary Education	1,160,204	1,916,388	18,804	31,161	**65.2**
Secondary Education	1,116,846	1,314,261	18,101	21,370	**17.7**
Higher Education	5,794,356	6,030,399	93,912	98,055	**4.1**
Other Education not classified by level	19,301	28,939	313	471	**49.9**
Education support services	14,318,833	14,751,639	232,072	239,864	**3.0**
Research in Education	546,325	513,662	8,855	8,352	**-6.0**
Other activities in Education	163,739	256,091	2,654	4,164	**56.4**
Development programmes in Education	524,797	681,375	8,506	11,079	**29.8**
Total	**23,644,401**	**25,492,754**	**383,216**	**414,516**	**7.8**

36. The funds to be allocated from the State budget will cover the running cost of the education system (i.e. block- and earmarked grants, salaries, scholarships, procurement of goods and services and capital investments regularly covered by the budget) and the cost of a number of development programmes. However, in order to meet the objectives established by this Strategy and cover the cost of the Action Plan, additional allocations from the State budget and also from other sources will be necessary.

---

[19]   State Budget of the Republic of Macedonia 2017, Official Journal of the Republic of Macedonia no. 191/2016.
[20]   State Budget of the Republic of Macedonia 2016, Official Journal of the Republic of Macedonia no. 209/2015.
[21]   For calculations, the following ECB rates are used: 1 euro = 61.7 MKD (as of January 2016) for 2016; and 1 euro = 61.5 MKD (as of November 2016) for 2017 and the following years.

3

VISION, GOALS AND OBJECTIVES OF EDUCATION DEVELOPMENT

37. The GoRM considers education, training, research and innovations as key factors for strengthening the national economy and for the citizens' wellbeing. Within this context, the Strategy defines a ***vision*** of *comprehensive, inclusive, and integrated education focused on the learner[22], based on modern programmes for equipping future generations with knowledge, skills and competences in accordance with the needs of the democratic multicultural society and the Labour Market, and the new challenges in the global scientific-technological environment.*

38. According to this vision, the Strategy will be mainly targeted to the improvement of:

   1. Quality of education and its relevance to the Macedonia's society development priorities (particularly in terms of having productive and engaged citizens) and the needs of the labour markets, guided towards the expected learning outcomes, as well as acceptance of multiculturalism, interethnic integration, respect for diversity and democratic values;

   2. Development of generic and core competencies of pupils (and all learners), in order for them to develop into critical thinkers, active and relevant participants in social life;

   3. Education system infrastructure, including building facilities, equipment and teaching and supportive technologies in order to ensure appropriate learning environment in general and inclusion of persons with special education needs in particular;

   4. Capacities of human resources including managers, teaching and support staff;

   5. Quality and results of the educational process by means of improving the assessment/evaluation at all education levels: pupil, teacher, school and system;

   6. Autonomy of institutions in the education, particularly of universities, as well as autonomy of entities in the education process;

   7. Legislation, Management and Funding.

39. In the Strategy, the ***goals*** and ***objectives*** are established based on the most important challenges of the education system which are identified in the result of thorough analysis of the situation in each sub-sector.

---

[22]   In this context, a learner is any participant in the education process.

They are also in line with the objectives defined by the key documents related to the accession process both signed between the EU and the Republic of Macedonia and adopted by the GoRM.

40. Particularly, the *Indicative Strategy Paper 2014-2020* adopted in August 2014 identifies the following overall objectives of IPA II assistance in the sector of Education, Employment and Social Policies: *to reduce the high rate of unemployment, increase labour market participation, in particular of young people and women, increase access to quality education and training, improve skills matches, and establish a modern and flexible social protection system*. The results to be achieved include:

- A more inclusive and effective labour market;

- Improved match between skills demand and supply;

- A more modern social protection system;

- Increased number of statistical indicators for policy makers;

- Improved basic school (preschool and compulsory education) and higher education.

41. According to the Indicative Strategy Paper 2014-2020 (ISP), Education and training will be strengthened for building skills particularly through:

- supporting improvements of the quality of education and facilitating access to education for all;

- strengthening and modernising the VET and adult education systems;

- supporting the development and implementation of a National Qualification Framework;

- supporting comprehensive Lifelong Learning;

- promoting entrepreneurial learning;

- supporting social partners and the private sector.

42. Key objectives have also been established also by other EU-Macedonia documents, i.e. Pre-*accession Economic Programme 2014-2015* (2014); *Economic Reform Programme* (2016); *National Programme for Adoption of the Acquis Communautaire* (2007, revised every year); *Decision on the Principles, Priorities and Conditions Contained in the Accession Partnership and Repealing Decision 2006/57/EC* (2008); *South East Europe 2020 Strategy* (2013); *Teacher Education and Training in the Western Balkans* (2013); *The Europe 2020 – a Strategy for Smart, Sustainable and Inclusive Growth* (2012); the *Plan for Activities on Implementation of the Urgent Reform Priorities 2015* (2015), through which the country assumed responsibility for the reforms particularly in the field of education, can be presented as follows:

- ***Pre-school, primary and secondary education:***
    - Universal access to early learning and development of all children between 3 and 6 years old, regardless of their capabilities;
    - Improving quality of pre-school education;
    - Increasing the coverage of children and providing fairness regarding the access of all children to institutions for pre-school education;

- Ensuring high-quality and regular primary education for all children, and preventing the causes for dropout rate and irregular attendance to classes which is left unrecorded;

- Promote integration of pupils belonging to different ethnic communities through joint curricular and extra-curricular activities, mutual language acquisition, improvement of premises for integration, ensuring inter-personal, inter-cultural, social and civil competences;

- Enrol all children of relevant age, regardless of their origin and competences, particularly those from marginalised groups (e.g. Roma children) in, and ensure completion of, at least elementary education;

- Ensuring high-quality and relevant participation of pupils in regular education in order to realise their potentials, and to prevent, at the same time, situations where pupils coming from marginalised and vulnerable groups are formally enrolled in schools, but fail to attendance classes regularly and have low quality education;

- Improve and adapt educational infrastructure, curricula and textbooks for the children with special educational needs, ensure teachers' and support staffs' competences for working with pupils from these groups;

- Improve competences and effectiveness of the teaching staff; apply digital technology and integration of ICT in teaching and learning;

- Increase efficiency and effectiveness of members of the expert services (pedagogues, phycologists, special educators, social workers) by means of increasing their relevant participation in everyday school life of pupils, and at the same time, taking off their burden with administrative duties which are not characteristic for their occupation;

- Transformation of special schools into resource centres that would become essential support to schools, teachers and expert associates in implementation of measures for inclusive regular education;

- Provide scholarships and tutoring of Roma secondary school pupils, scholarships for children with special educational needs; free transportation and other means of support;

- Strengthening the cooperation between central and local authorities;

- Introduce a system of tracing the formal education graduates.

- *Vocational Education and training:*
  - Increase attractiveness of VET, its quality and relevance, by means of continuous adjustments of social and technological changes on one hand, and needs and characteristics of pupils on the other;

  - Building an approach to VET secondary education based on generic and key competencies and expected learning outcomes;

  - Improve resources and capacities of the VET system;

  - Develop a system for skill needs anticipation (particularly through establishing a Skills Observatory) and develop and operationalise Labour Market information system;

  - Introduce a flexible and efficient system for development of occupational and competence-based qualification standards, develop learning outcome-based modular curricula in accordance with those standards meeting the labour market needs, including programmes for pupils with special educational needs;

- Provide teachers' training on implementation of the new curricula and on new learning approaches;

- Improve work-based learning in all forms and for all types of students and adults, particularly via introduction of appropriate programmes;

- Introduce national system of education quality control and relevance control and a system of tracing the formal education graduates;

- Participate in the regional project for entrepreneurial education in South Eastern Europe.

- *Higher Education and Research:*
  - Increase quality of higher education by further improvement of the Accreditation and Evaluation of Higher education;

  - Improve material and methodological base of the Higher education;

  - Developed cooperation between higher education institutions, the private sector and relevant public bodies;

  - Optimise the state-funded educational profiles offered by Macedonian universities and ensure equal access to higher education, social cohesion and lifelong learning;

  - Ensure networking with foreign universities;

  - Improve capacities for accommodation of students of the public universities;

  - Increase public and private investments in applied research, development and innovations.

- *Non-formal and informal Education and Adult Learning:*
  - Speed-up the process of Non-formal education and adult learning (NFE&AL) programmes and service providers' verification, regularly update the catalogue of verified programmes and providers;

  - Strengthened support of the process of establishing and operationalisation of the system of validation of results from non-formal and informal learning, as a system to allow identification, documentation, assessment and certification of competencies that learners have already acquired. This system will allow for their horizontal and vertical mobility within the education system and the labour market;

  - Adjusting the programmes according to the needs and the specific characteristics of process of adult learning;

  - Improve learners' motivation to participate in NFE&AL through awareness raising, provision of information, guidance, support and incentives for adult learners, validation of their prior learning, as well as enhancing career development opportunities;

  - Introduce a system of partial qualifications, modular model of adult education and programmes for adults with special educational needs; provide key competences within the adult learning courses;

  - Establish quality control of NFE&AL particularly through introduction of monitoring, external quality evaluation mechanisms;

  - Introduce mechanisms for incentivising employers to invest in education and training particularly through promotion of partnerships between employers and adult education providers;

- Identify local NFE&AL needs (by municipalities) and ensure training provision at regional and local levels;
- Improve legal base and funding schemes of Adult Learning;
- Realise the Programme for completion of secondary education by adults with an increase of the number of involved municipalities.

- ***General/common priorities:***
    - Complete establishment of National Qualifications Framework;
    - Strengthen career guidance and counselling system;
    - Cross-curricular introduction of appropriate contents for development of generic and key competencies at all educational levels;
    - Ensure capital investments in improving the physical conditions of the educational institutions;
    - Equip all educational institutions with better teaching materials and toolboxes for children, pupils, students, and teachers;
    - Ensure continuous staffs' professional development process and the effective use of the technologies;
    - Improve the Education management information system (EMIS)[23] and data collection system;
    - Improve and harmonise legislation;
    - Establish institutionalised Social partnership.

43. In addition, the following education related outcomes foreseen by one of the key national strategic documents – the *National Employment Strategy 2016-2020* adopted in October 2015 – which are in strong relation with, or partially cover, the above listed objectives defined by the pre-accession and national strategic documents, were prioritised while establishing the goals and objectives of the Strategy:

- Functional education and labour market information system, particularly improved methodology of the Skill Needs Survey;
- Developed system for skill needs anticipation, established Skills Observatory and a forecasting model;
- A flexible and efficient system for new occupational and professional qualifications standards development;
- Developed occupation standards and curricula revised in accordance with the needs of the labour market, as well as suitable teacher training;
- Introduced student's tracer system after the completion of the formal education;
- Strengthened career guidance and counselling system;
- Further progress in full establishment of NQF with the inclusion of the employers in all phases of the process;
- Improved work-based learning in all forms and for both students and adults;

---

[23] The EMIS was established in 2010, however, it still needs to be improved

- Introduced special programmes in adult education for new skills for green jobs;

- Sped-up process of verifying service providers and programmes for adults;

- Increased quality of higher education by further improving the work of the Board for Accreditation and Evaluation of Higher Education, as well as implementing external evaluations;

- Reduced number of young people that are not employed and not involved in education and training (NEETS) and reduced dropout rate;

- Operationalisation of the non-formal and informal learning outcomes validation system introduced in parallel with special adult learning programmes.

44. Thus, the goals of the Strategy are established as follows:

- Considerably increased coverage of children in pre-school education and adjustments to the programme for the purposes of efficient and adjusted enrolment in primary education;

- Rationalisation of curricula of all years of compulsory education, specifically those of each cycles' starting years, and their adjustment for the purposes of more efficient and optimal transfer for pupils from cycle into cycle. Rationalisation implicates linking the topics into integrated programmes with sufficient number of hours of exposure of pupils to education activities for optimal development of generic and key competencies.

- Strengthened activities and means for increasing schools' attractiveness, that stimulate a constructive attitude towards learning and include contents of local interest and encourage links with the community and socially responsible engagement;

- adjustment of curricula to pupils' age by means of cross-curricular incorporation of generic and key competencies based on learning outcomes;

- Improvement and adjustment of quality assurance (and quality control) tools which ensure learner-centred education and best learner's interest;

- Adjustment and consistent implementation of the inclusive and multicultural education concept with a focus on democratic values, human rights, gender equality, and respect for diversity on any ground as well as supporting ethnic cohesion;

- Improvement and consistent application of the textbooks writing methodology and, in parallel, reducing the role of textbooks as the only means for achieving the training objectives, and taking into account benefits from using ICT in education;

- Improvement of education system infrastructure with a purpose to increase inclusiveness, access, energy efficacy and digitalisation;

- Ensuring full coverage of all learners with special educational needs in the education system by adjusting the curricula (in terms of training objectives and instruction language) to their needs and abilities, and strengthening competencies of teachers and expert staff;

- Rationalisation and conceptual regionalisation of vocational secondary education, by means of programmes based on generic and key competencies, and through orienting the programmes to the needs of local labour markets;

- Standardisation of the activity of the higher education system in line with the European criteria and ensuring the rule of law while establishing and operationalisation of higher education institutions;

- Return of the autonomy of universities, including academic freedom, and preventing possibilities to pressurise members of the academic community;

- Expansion of adult education opportunities and support of the lifelong learning concept;

- Support in the process of establishment and operationalisation of the system of validation results of non-formal and informal learning;

- Improvement of competences and performance of teaching staff at all levels of education, including expert associates by occupation;

- Intensification of the ICT use in education through establishing an e-learning portal and learning management system and continuous development of teachers' skills to use new technologies and ICT tools in education; establishment of system for regular updating and effective maintenance of computer equipment and computer networks;

- Strengthening capacities at central, local and school (pre-school) levels for management of this sector by means of a more efficient administration, implementation of harmonised and transparent policies of delivering smooth and quality educational process in the context of power decentralisation.

- Creating grounds for designing and developing integral reform as a whole to cover education in all levels from pre-school to higher education, as a process and an opportunity for lifelong learning where levels of education would be logically and successively linked.

45. The Strategy is designed in a way that the goals will be reached through implementation of a number of policy measures (and achieving the corresponding outcomes) related to the priorities established for each sub-sectors (pillars) of education system and conditioned by the most urgent specific needs of each pillar. This approach contributes also to the practicableness of the Strategy and especially its Action Plan, facilitates implementation, as well as monitoring and further evaluation.

46. At the same time, taking into account the limited period of time covered by the Strategy, not all challenges of the education system will be possible to address by the end of 2025. Therefore, only those objectives which are realistically reachable have been taken into the Strategy. However, the Action plan includes a number of activities which are targeted to establishing a solid base for reaching further objectives.

4

STRATEGIC APPROACHES

47.   The Strategy from its design and implementation points of view is based on the following approaches:

- Strong consideration of the country's commitments according with the EU accession documents as well as national level strategy documents;

- Thorough analysis of situation and achievability of all proposed measures;

- Taking balanced decisions on the steps to be undertaken for solving the urgent issues;

- Ensuring a sound base prior to the implementation of any measure;

- Setting objectives according to the priorities but also achievable during the available period of time;

- Distribution of resources depending on the outcome and the output indicators.

48.   In parallel with this, the following will be ensured:

- support a systematic campaign to clarify the need for raising public awareness of the overarching principle of lifelong learning through all life stages and within each pillar when adopting public policies;

- extending the Structure of the Education system in the Republic of Macedonia to include Adult Learning and Education.

49.   In addition, a large involvement of stakeholders in implementation of the Strategy should be ensured. Particularly it is foreseen that most of the outputs will be either produced with participation of the stakeholders or at least discussed and agreed with them before being officially approved. Cooperation with, and participation of, all key players in the field of education will be fostered through a permanent policy dialogue, institutionalisation of which is also foreseen by the Strategy among the other policy measures.

50.   Strategy proposes a number of policy measures which are common for several sub-sectors of education. These particularly are: career guidance and counselling, graduate's traces study system, teachers' and other staffs' professional development and career advancement, licensing of educational institutions managers, NQF, EMIS and some others. They are, nevertheless, presented separately under corresponding pillars but

their implementation will be strongly coordinated in order to follow an integrated approach and ensure cost efficiency. In future (at the next stage of education reforms implementation) this type of policy measures may be consolidated under a unified systemic umbrella and in some cases even institutionalised.

51.   The GoRM realises that fundamental changes in some aspects of education are necessary and serious reforms are to be introduced. However, the approach of this strategy is that before introducing any radical change, thorough feasibility analysis has to be done and any intervention should be agreed with, and accepted by, all key stakeholders. This will ensure smooth operationalisation of any new system or a mechanism without causing undesirable and objectionable effects which may lead to deprivation of the reforms' credibility or loss of trust among the social partners and in the society in general.

5

KEY STRATEGIC AREAS (PILLARS)
OF DEVELOPMENT OF EDUCATION

PRE-SCHOOL EDUCATION

5.1.1. Overview of the situation and activities up to date

52. In the Republic of Macedonia, the role of preschool education is socialisation, upbringing and education of preschool age children with a purpose to create a basis for developing their potential and acquiring knowledge about the surrounding world. The mission of pre-school education is equal approach and maximum coverage of preschool age children by various forms and programmes designed in line with the modern trends and the latest scientific achievements in the field of child development.

53. With the decentralisation that started in July 2005, founding rights and responsibilities over 51 public kindergartens (with 181 objects) in 40 municipalities were transferred from the central to the local governments. Children in additional eight municipalities attend branches of the neighbouring municipalities' kindergartens.

54. In 2005, the last year of pre-school education (for children at the age 6-7) was proclaimed by the law as compulsory. At the MoES request, a curriculum for the preparatory year was developed along with a dossier for monitoring of the child development during this year. In addition, the educators were trained for implementing this curriculum in practice. In the 2007/08 academic year, the preparatory year of pre-school education was included in the cycle of primary education as its first schooling year.

55. In 2009, the Ministry of Labour and Social Policy (MoLSP), which is responsible for the pre-school education system, launched the Standards for Early Learning and Development (ELD) of Children which were developed by a work group with a large representation from the key institutions and stakeholders. These standards defined the expectations which preschool aged children should have fulfilled in various domains of development (motor development, socio-emotional development, cognitive development, etc.). They may be applied in all contexts where children aged 0-6 years receive care, upbringing and education services (in the family, in kindergartens, in children recreation centres and also in various non-formal environments of child care). The same year awareness raising workshops on the significance of early child development were organised for the representatives from all kindergartens to promote the concept of early child development through practice implementation of the standards in kindergarten.

56. In the period of 2010-2012 capacities of preschool educators from 18 model kindergartens were developed. They were trained to implement the Standards-based strategies for teaching children, assessing and documenting their achievement, and building partnership with parents. Materials for parents to support children's development and early learning in home conditions were prepared in 2013 and the model kindergartens were instructed to monitor the effects of their implementation.

57. In 2012, based on the Standards, instruments for monitoring children's development were prepared and made an official part of the child portfolio. In order to facilitate the process of pedagogical records keeping and preparation of documentation, a manual for preschool educators and caregivers was developed. Until 2014, educators from all public and private kindergartens received training on using the above instrument.

58. Pre-school education is regulated by the Law on Child Protection adopted in 2013, which has been amended according to the needs. It put the early child learning and development in the focus and, in addition to public kindergartens, allowed other forms of services for child care and education. This encouraged the municipalities to open early child development centres where kindergartens were not available. Moreover, the law regulates the inspection system of child protection and introduces licencing based on additional training and exams. The Law is accompanied by 25 sublegal acts that define the rules for its implementation.

59. During 2014, 157 caregivers from all kindergartens received training for comprehensive implementation of the Standards. They cascaded the trainings to the other caregivers from their kindergartens. Two manuals (one for caregivers and another for pre-school educator) for implementation of the Standards were developed.

60. In 2015, a programme adopted by the MoLSP and prepared by BDE for early learning and development for children with developmental delays, was adopted. The programme is aimed at providing equal opportunities for all preschool age children.

61. During 2014-2015 all educators that work with 5-6 aged children in 10 kindergartens were included in a pilot programme targeted to the introduction of respect for diversity and multiculturalism in early child development. Educators enjoyed necessary training and were provided with a Manual and teaching materials as well as children books that support implementation of these activities. Additionally, within the same programme, awareness raising for educators from all other kindergartens was organised.

62. In 2013, in public kindergartens logopedists special educators have been employed. In 2015 the staff from 10 pilot kindergartens received training on inclusion in early childhood based on appropriate modules for professional development. A manual for inclusive preschool education is also prepared.

63. In 2015, in order to increase the quality of pre-school education, advisors from the Bureau for Development of Education have begun to pay instruction and counselling visits to public kindergartens.

64. MoLSP in cooperation with the Roma Education Fund, 18 municipalities and 17 Roma NGOs has implemented the project "Inclusion of Roma children in public kindergartens". The overall objective of this project is to increase enrolment of Roma children in pre-school education 1-2 years before entering the primary education. The project has intended to improve the Roma parents' attitude towards education, expand the Roma children's social skills and knowledge of Macedonian language, as well as to improve the pre-school educators' and caregivers' competences to work with Roma children and combat prejudices against Roma. For these purposes, MoLSP in cooperation with Ministry of Finance has approved financial support for engagement of 17 caregivers of Roma background. In performing of some activities, the official institutions in charge of children's care and education had close cooperation also with key development partners and stakeholders.

65. Efforts to increase the number of kindergartens/centres for early child development and enlarge the capacities of the existing kindergartens, especially in rural and socially deprived areas were made. According to the Ministry of Labour and Social Policy, from 2006 onwards the following structures were established: 14 public kindergartens, 4 public centres for early child development, 27 facilities for preschool upbringing and education, 23 groups in other premises, 25 centres for early child development within public kindergartens, 7 private institutions for children / centres for early child development, 24 private institutions for children / kindergartens, 6 kindergartens organised as structural units within the legal entities - private secondary schools.

5.1.2. Challenges

66.   The pre-school education system faces a number of important challenges:

1.   General enrolment of children in pre-school education remains critically insufficient, and the existing system has limited opportunities for increased enrolment including of children with special education needs. At the same time, the coverage rate is the lowest especially regarding marginalised communities, who are related to a growing drop out trend, including difficulties in achieving the standards and low learning accomplishments.

2.   Learning environment in the pre-school institutions is unsatisfactory, implementation of the Norms and Standards in pre-school institutions is inconsistent. Use of IC technologies in kindergartens is almost completely absent.

3.   The existing Standards for Early Learning and Development of Children need to be revised, quality assurance system is non-functioning; integrated multicultural upbringing and education of preschool children are not being fully implemented; cooperation with other levels of education specifically with higher education is poor, particularly with higher education.

4.   The system suffers from insufficient number of teaching and other staff in pre-school institutions which is accompanied by lack of clearly defined competencies and standards for managers, educators, caregivers, professional workers and co-workers of kindergartens. Mechanism of professional development and career advancement of those employees is actually non-existent while the system of their licensing needs to be revised.

5.   Governance and management of pre-school institutions is inefficient, responsibilities of different structures responsible for the pre-school education system, i.e. MoES and MoLSP, MoLSG, are overlapping; cooperation with parents, communities and businesses is poor. At the same time, the system of pedagogical records kept in institutions for children needs to be improved.

5.1.3. Priorities and Expected outcomes

67.   For the Pre-school education development, the Strategy establishes the following priorities and expected outcomes:

Priority I. Improve Content, Learning Environment and Quality of Pre-school Education Provision

1.1.   Content of pre-school education is improved;

1.2.   Pre-schools education is targeted to achieving the learning outcomes defined by the ELD National Standard;

1.3.   Preconditions for better focus on every child in pre-school institutions are in place;

1.4.   Education and upbringing process is supported with proper physical conditions necessary for achieving established learning outcomes;

1.5.   Education and upbringing process is supported with all didactical materials necessary for achieving established learning outcomes;

1.6.   Pre-school Education contributes to promotion of bilingual access to working with children of different cultural backgrounds.

Priority II. Increase Enrolment of Children and Improve Inclusiveness of Pre-school Education

2.1. Basic conditions for increasing children's enrolment in pre-school education through ensuring equal access are in place;

2.2. Physical conditions and staff necessary for enrolment of children with special educational needs are in place;

2.3. Content and delivery methods of pre-school education are adapted to the children with special educational needs;

2.4. Supportive moral environment and positive public opinion for inclusive education is ensured;

2.5. Administrative base for ensuring inclusive education is in place.

Priority III. Improve Capacities of Human Resources in the Pre-school Institutions

3.1. Requirements towards pre-school institutions staffs' professional competences and job tasks are clearly defined;

3.2. Novice educators and caregivers are capable to fully perform their tasks according to their job profile and the ELD Standards;

3.3. Professional competences of pre-school institutions' Educators and other staff are continuously improved; Educators are motivated to demonstrate better performance;

3.4. All employees of pre-school institutions satisfy the minimum requirements of professional competences.

Priority IV. Improve Legislation, Organisation and Management of Pre-school Education and Strengthen Cooperation

4.1. Supervision of educational activities is based on the adequate reflection of the educators' performance and the children's achievements;

4.2. The learning needs of pre-school children and interests of the community are better considered;

4.3. General pedagogic culture of parents is improved and contributes to family-based education (upbringing) of children.

PRIMARY (GENERAL) EDUCATION

5.2.1. Overview of the situation and activities up to date

68.   In Macedonia, compulsory nine-year Primary education was introduced in 2007 according to the Concept of the nine-year primary upbringing and education. The Law on Primary Education provides guarantees for this level of education to be free for all children aged 6-14 and for access of each child particularly through provision of free textbooks and free transportation for the pupils with a permanent residence at least 2 kilometres away from the nearest school.

69.   In parallel with increasing the duration of primary education, reforms of the curricula were also initiated. The subject programmes include development goals for the cycles of primary education, general goals for each grade and specific goals for each topic or programme. In addition, a number of new subjects were introduced:

- *English Language* as a mandatory subject from the 1st grade;

- *Second foreign language* as a mandatory subject from the 6th grade;

- *Innovations* as a mandatory subject in the 9th grade;

- *Work with computer and basics of programming* as a mandatory subject for the 3rd and 4th grades;

- *Creation* as an optional subject in the 4th and 5th grades;

- *Informatics* as a mandatory subject in the 6th and 7th grades, and as an optional subject in the 8th and 9th grades;

- *Ethics of Religions, Introduction to Religions, Classical Culture in the European Civilisation* as optional subjects in the 6th grade;

- *Albanian Language* as an optional subject from the 6th grade;

- *The language and Culture of the Roma/Boshniaks/Vlachs* as an optional subject from the 3rd grade;

- Other optional subjects: Our *Fatherland, Environmental Education, Exploring the Native Place, Dances and Folk Dances, Projects in Musical Art, Projects in Visual Art, Technical Education, Projects in Informatics, Optional Sports, Improving the Health, Living Skills, Programming.*

70. In addition, a programme for Life skills education and a guide were drafted, planned to be applied at the master class from the 2nd to 9th grades, covering basic skills to deal with challenges in daily lives of pupils.

71. From 2013/14 school year, International Baccalaureate (IB) programme in lower grades of primary education in two schools in Skopje ("Brakja Miladinovci" in Aerodrom municipality and "Kiril i Metodij" in Centar municipality). From the next school year, the IB programme was introduced in the upper grades in the same schools.

72. An adapted version of the curriculum was introduced from the 2014/2015 school year, according to the Cambridge International Examination Programme Centre (United Kingdom), of Mathematics and Science from the 1st to 6th grade, and Mathematics and Natural science subjects such as Physics, Chemistry and Biology from the 7th to 9th grade. Textbooks for the respective subjects were approved pursuant to the Concept on developing textbooks and the Methodology on assessing textbooks.

73. In addition, during 2007-2015, Bureau for Development of Education prepared 26 guides and provided 188 types of trainings for teachers with the help of around 500 trainers.

74. Within the Governmental project "Computer for every child", PCs were to be made available for each pupil in the classroom for learning purposes. As additional support, it was planned to provide teachers portable PCs and internet connection for all schools.

75. Pupils with special educational needs can be enrolled in regular schools (in regular or special classes) or in special schools, according to the type and degree of the special education needs. Some teachers are trained to work with those categories of pupils. Block subsidies are foreseen to be provided according with the number of pupils with special educational needs (with disability).

76. In partnership with BDE and the civil society, MoLSP implemented a project in 32 primary school on the application of assistive technology in the curriculum (with use of special devices, adjusted standardised computer equipment, etc.) with a purpose to pupils with special educational needs and disability an opportunity to use PCs.

77. Research on working with gifted and talented pupils has been implemented. Scholarships for the winners of national and international competitions in mathematics and sciences were introduced. At the same time, compulsory extra curriculum for pupils facing learning difficulties, and additional curriculum for pupils showing advanced achievement on certain subjects, were introduced.

78. In 2012, a 5-year project in interethnic integration in education has commenced. The goal of this initiative is to create in the society suitable climate supporting the interethnic integration, not only in schools, but also in society in general. By means of partnership cooperation with key education institutions and local civil organisations, activities were focused on pupils, parents, teachers, management, administration and school boards in all primary and secondary schools.

79. With the quality control purposes, in 2011 the State Educational Inspectorate established indicators for schools' works quality, which were being enhanced throughout the period between 2012 and 2016. The application of the indicators contributes to assessment of the quality of educational process, identification of strengths and weaknesses in the performance, and development of recommendations for improvement. The indicators also support self-evaluation process of the schools. Within the process of Integral evaluation, evaluation of work duties of teachers and expert associates involved in the education and upbringing process is also performed. For the novice teachers, a compulsory Personality Test is introduced and professional teacher exams have been organised.

80. In the previous period, the Programme for counselling parents and a Programme for counselling pupils were launched.

81. In 2013 a system of external testing of the 4-9 grades pupils' achievements in all subjects was introduced had. Before the end of the 2016/17 school year its implementation was cancelled.

82. Macedonian primary schools have participated also in the following international tests:

- PIRLS (Progress in International Reading Literacy Study), for assessing the preparedness of pupils ages 9-10 - by reading and understanding (2006);

- TIMSS (Trends in International Mathematics and Science Study) for measuring knowledge and capabilities in mathematics and natural sciences of pupils in the eighth grade (2011).

83. In 2015 a Law on Teachers in Primary and Secondary School was drafted to define professional standards for the teaching staff and for career development.

84. Tutorial support has been provided by the MoES to Roma pupils in 4th, 5th and 6th grades in primary education in Macedonia since September, 2015. Additional educational support is provided by tutors-students at pedagogical faculties in the Republic of Macedonia.

5.2.2. Challenges

85. A number of challenges are identified at the Primary education level:

1. Learning accomplishments of pupils are critically low, which has been demonstrated by results achieved at international testing events.

2. Standards which should define the learning outcomes for each cycle (I, II, III) of primary education are absent, the framework curriculum is overburdened and the subject programmes have a little relevance to the local environment. Particularly, it may be noted that teaching of civil education and life skills is insufficient or inappropriate in a number of schools, while entrepreneurial skills are at low level among both pupils and teachers.

3. In multi-language schools, pupils are separated along language lines (working in different shifts, buildings, floors, different administration etc.), and have insufficient opportunities to interact; multicultural/intercultural education is insufficiently reflected in curricular and extra-curricular activities and in some of the textbooks. Teachers themselves do not promote enough respect for diversity and equality (in terms of gender, ethnicity, social status, intellectual and physical capacities) and multiculturalism.

4. Measures for overcoming divisions along ethnic lines in schools are not sufficient and segregation in schools impacts social cohesion and inter-ethnic integration.

5. There is no mechanism that ensures ethnically segregated data on school age children who have not been included in the system on various grounds, with a usual explanation that the obstacle is in personal data protection, however legal regulations is not preventing data collection on ethnic grounds for the purposes of improving the state of the education system.

6. A large number of Roma pupils are outside the education system. A large rate of drop out is also obvious and low degree of literacy of children with Roma ethnical background. The following are stated as the most frequent reasons for this state: insufficient knowledge of the Macedonian language, low degree of education of parents and poor socio-economic status.

7. Children with special educational needs are not sufficiently included in regular primary education. Their inclusion in regular schools is not properly regulated and appropriate mechanisms have not

been introduced. In addition, there are prejudices toward these children among parents, teachers and students. Teachers also do not possess enough competences to work with this category of learners.

8. Appropriate systemic solutions for identification and working with talented pupils is lacking as well.

9. Juveniles from the correctional institutions and the homeless are excluded from the Primary education system and thus, their integration on the society is impeded. There is no effective system of education, coordination and monitoring of these categories of children.

10. Didactic materials and didactic resources for realisation of educational process in all instruction languages (including assistive technologies for pupils with special educational needs) are insufficient, the specialised cabinets of specific subjects are not fully provided with teaching materials. Most of the schools are poorly equipped for subject teaching means, additional ICT equipment (e.g. LCD projectors, smart boards, etc.) are also necessary. Modern teaching methods and techniques are not applied enough in practice. Educational electronic learning platform is still inexistent.

11. Some classes are overpopulated by pupils, in some municipalities regionalisation legislation has not been respected, which is one of the strongest factors for segregation in primary education. This is complicated by non-observed rules for a safe and secure school environment in a number of schools.

12. In terms of quality assurance, continuous valid information is lacking on the national education system in terms of international prospects. The system of external testing employed between 2013 and 2017 did not follow the standards for assessing the pupils' achievements; quality assessment of the curricula and the grading of students' achievements against relevant factors was inconsistent. The method of external testing application diverted the focus on teaching by teachers and learning by pupils and based it on memorisation of information, rather than on essential understanding and linking phenomena. In the view of a number of stakeholders involved in education much importance is still attached to the formal planning and reporting while focus should be on the implementation of educational process and reaching the learning outcomes.

13. Professional orientation and career guidance is not implemented. Often the contents pupils are learning remains disconnected from with the real and professional life, so they do not receive sufficient information relevant for them, specifically regarding occupations related to engineering and technology, and are not supported to choose vocational schools and profiles demanded in the labour market.

14. The professional services in the schools are also not equipped with all necessary specialists although a number of psychologists, pedagogues and special educators were employed in primary schools during the last two years. Many of the professional service staff spend their working hours in administrative activities for the school, not related to their occupational profile. Therefore, even though schools have professional services, in practice pupils and teachers fail to receive sufficient support by these professional services primary expertise. In some cases, the professional services do not reflect the ethnic composition of the multi-language schools.

15. Various stakeholders are not fully informed and included enough in the reform processes; the project activities and initiatives are mostly non-sustainable. At the same time, innovations are introduced without being piloted and evaluated in terms of their effects. Support to democratic participation of pupils is insufficient in a number of schools.

16. The established formula for financing primary education should be revised in order to include a development component to finance professional development of teachers, and would allow for introduction of innovative methods of work with pupils, implementation of action research, implementation of development projects for the purposes of improving the teaching process strengthening cooperation with parents and similar activities.

5.2.3. Priorities and Expected outcomes

86. For the period till 2025, the strategic priorities of the Primary education development and the corresponding outcomes will be the following (which are explained in more detail, including the measures, activities and indicators in the appropriate pillar in the Action Plan):

Priority I. Improve the Content of Primary Education

1.1. Learning outcomes for each cycle of primary education are clearly defined and relevant to the reality and the needs of pupils according to their age characteristics[24];

1.2. Primary Education contributes to developing key and generic competencies such as the pupils' abilities for critical thinking and problem solving, respect for diversity and multiculturalism, and acquiring democratic values and skills;

1.3. Curricula for all grades and all subject programmes are targeted to achieving the learning outcomes defined by the National Standard;

1.4. Pupils acquire wider scope of knowledge and competences according to their interests and relevant to the local environment;

1.5. Primary education pupils are provided with quality and up-to-date textbooks as a source of applicable knowledge promoting human rights, respect for diversity and democratic values.

Priority II. Increase Enrolment of Pupils, Improve Inclusiveness and Interethnic Integration of Primary Education

2.1. Physical conditions necessary for inclusion of pupils with physical disabilities are in place;

2.2. The schools are an inclusive environment for pupils with different special educational needs and provide them full support;

2.3. Efficiency of funding of inclusion and learning process of the pupils with special educational needs is improved;

2.4. Improved interaction between pupils from different languages of instruction;

2.5. Teaching is improved in less represented languages of instruction, including teaching of subjects providing learning the language and culture of communities who follow classes in a language different than their mother tongue.

2.6. Conditions for children accommodated in correction facilities to continue (complete) primary education are provided.

2.7. Individuals who must complete their education have been identified, included and monitored until completion of mandatory education.

Priority III. Improve the Learning Environment and Quality of Primary Education Provision

3.1. Improved learning environment allowing better focus on every pupil is in place;

3.2. Effectiveness of teaching process provision regardless the teaching language is improved;

3.3. Improved achievements of pupils in mathematics and natural science;

---

[24] While defining the learning outcomes, entrepreneurial skills should be included, according to the Strategy for Entrepreneurial Learning in Macedonia 2014-2020.

3.4. The school is a safe learning environment both for the teachers and the pupils in all aspects (learning and auxiliary facilities, training equipment and materials, assistive technologies for pupils with disabilities, food standards);

3.5. Pupils are able to make informed choices of education pathways after graduation of Primary education;

3.6. Democratic participation of pupils in schools has increased;

3.7. Feedback from all assessments of pupils' achievement allows to take evidence-based policy decision;

3.8. Empirical data are provided on mathematical literacy and science literacy of pupils in primary schools compared to international prospects.

Priority IV. Improve Capacities of Human Resources in the Primary Schools

4.1. Quality of future teachers is improved;

4.2. Novice teachers have acquired the competences that are required by the professional and national standards;

4.3. Novice teachers and expert associates receive support necessary for their daily work;

4.4. Teachers are motivated to demonstrate better job performance;

4.5. Professional competences of the teachers are continuously improved;

4.6. Pupils and teachers receive continuous support from expert services;

Priority V. Increase Effectiveness of Primary Education Organisation and Management

5.1. Impact and sustainability of innovations introduced in primary education is improved;

5.2. Principals of primary schools satisfy the minimum requirements of professional competences thus ensuring better learning environment and culture, management and leadership.

SECONDARY GENERAL EDUCATION
(GRAMMAR SCHOOLS, ART SCHOOLS AND SCHOOLS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS)

5.3.1. Overview of the situation and activities up to date

87.   Since the 2007-2008 academic year, secondary education is compulsory for all citizens under equal terms and conditions stipulated by the Law on Secondary Education, and the policy of enrolment in secondary schools was adjusted according to this requirement. The Law provides also opportunities for horizontal and vertical mobility of pupils. Free of charge textbooks for each pupil, free transportation or free accommodation in dormitories were provided in order to ensure the equal access to quality education for all.

88.   In order to promote entrepreneurship education in accordance with the modern trends, programmes of two compulsory subjects for the gymnasium and secondary art education were developed: "Business and Entrepreneurship" (for the 4th year) and "Innovations and entrepreneurship" (for the 1st, 2nd and 3rd years). New programmes for English as a first foreign language, and German, French and Russian as second foreign languages are introduced for the first, second, third and fourth years of secondary education. I addition, programme of the newly introduced compulsory subject "Programming Languages" was adopted for the third year of gymnasium education, and programmes of Algebra, Linear Algebra and Analytic Geometry as optional subjects for the third year of gymnasium education were updated. Curricula and subject programmes for secondary art education were also improved.

89.   The subject programmes for secondary education were analysed in respect of the representation of multiculturalism in the objectives and the content. The curriculum for "Life Skills Education" was prepared, together with a manual for its implementation during the "class hours".

90.   In order to promote healthy learning environment and safety and to reduce school violence, to promote pupils' rights, democratic values, freedoms and diversity, a number of extracurricular activities were implemented through the annual Action plans of municipalities and the City of Skopje.

91.   A Sports Academy was established and a curriculum and subject programmes for football, basketball, handball and tennis were developed.

92.   A special Law on Textbooks in Primary and Secondary Education was adopted including several pieces of secondary legislation with a purpose to fully regulate procedures of approving and publishing textbooks,

corresponding sub-legal acts were issued and a National Commission on Textbooks was established. However, they contain weaknesses which will be a special challenge for future reforms.

93. Between January 2013 and January 2017, all secondary schools applied a system of external review of the students' achievements in all subjects.

94. The decentralisation process was launched for providing the schools with full funding. This system is based on rational distribution of the targeted/block subsidies and with additional funds from the budgets of municipalities and the City of Skopje. Investments were made for strengthening municipalities' (and of the City of Skopje) capacities of governing and managing secondary schools particularly in terms of funding, monitoring and adjusting the school budgets.

95. In 2008 the National Graduation (Matura) was introduced in general and vocational secondary education with duration of 4 years, and since 2009 also in secondary art education. Matura is expected to provide quality assurance in secondary education and monitoring of subject programmes implementation, completion of secondary education with an appropriate certificate (diploma) and assists the selection of pupils for university education.

96. To facilitate teaching and learning of mathematics at the secondary education level, a Manual of Mathematics for 15-16 years old pupils, their parents and teachers was prepared.

97. Amendments related to the regulation schools' self-evaluation and preparation of development plans were made to the Law on Secondary Education, and integral evaluation of schools implemented by the State Education Inspectorate was introduced. In addition, a mandatory professional exam for teachers has been introduced, including a compulsory Personality Test for the teaching staff, which in its turn was disputed by the expert public.

98. The inclusion policies of the Ministry – to cover pupils with special educational needs in the regular educational process – are based on:

   • preparation of individual subject programmes;

   • forming an inclusive team in secondary schools;

   • equipping the expert services with pedagogists, psychologists and special educators;

   • using assistive technological devices and building access ramps to the school buildings.

99. Besides, new curricula and subject programmes were prepared and adjusted for pupils with damaged hearing and eyesight. These measures provided pupils with minor disabilities an opportunity to complete the 4th year of education, pass adjusted Matura and continue their education at higher education institutions in the country and abroad.

100. Since 2009 scholarships and mentorship/tutoring of Roma nationality pupils have been provided. This initiative has an objective to improve the mobility and success of Roma pupils in all years of education, from all public and private secondary schools. In order to assist Roma children to continue their education in secondary schools, the criteria for enrolling representatives of this ethnic community were revised. Special scholarships were established for those Roma pupils form socially deprived families who regularly attend classes, as well as for pupils from socially vulnerable groups, talented pupils, sportspersons, children without parents, and children with special educational needs.

101. Special prizes have been introduced for pupils who have won awards at national and international mathematics and science competitions. Since 2016/2017 school year, financial awards have been planned for pupils who will win gold, silver or bronze medals at some of the 13 international science olympics for secondary school pupils. The award shall be paid to the pupil's teacher-mentor as well.

102. With a purpose to reduce ethnic prejudice and improve knowledge of pupils from different ethnic groups about each other's culture, joint activities with pupils with different instruction languages were organised in a number of schools. To this end, Teams for School Integration have been established, to coordinate and organise joint pupils' activities and partner cooperation.

103. In 2000 and 2015, secondary schools of the country participated in the PISA - Programme for International Student Assessment, measuring how many 15 year olds are trained to read and understand, and how many are mathematically literate and natural science literate.

104. Other important activities in the sector of Secondary education are:

- preparation and implementation of a programme on counselling parents and a programme on counselling pupils;

- promotion of pupils' Career guidance in schools through established Career Centres operated by trained career advisors representing the schools' teaching staff.

In 2015 a Law on Teachers in Primary and Secondary Education was drafted to define professional standards for the teaching staff and career development.

5.3.2. Challenges

105. Analysis of the situation has led to the identification of the following challenges in the sector of Secondary General Education:

1. Curricula are overburdened while there are still subject programmes which are outdated and do not provide continuity in the cognitive and socio-emotional development of pupils, do not allow for integrated approach of learning about phenomena, do not develop sufficiently generic and key competencies, do not support modern teaching approaches and do not reflect current social processes.

2. A number of textbooks are obsolete and contain stereotypes, prejudice, and stigma and are lacking elements for coexistence, respect of differences, integration, multiculturalism, which is complicated by a demotivating legislation on the textbooks development and review. Developing and enriching textbooks with additional content is a slow and long process and it fails to meet the needs of the teaching staff regarding the latest contents in certain areas, which contributes to outdated teaching process.

3. Multicultural/intercultural education is not depicted in curricular or extra-curricular activities. There are barriers hampering integration of pupils learning in a language other than their mother tongue; pupils learning in different instruction languages in multi-language schools are mainly separated by shifts, buildings, floors or even by school administration. At the same time, motivation of the schools in general and the teachers in particular to ensure interethnic integration and inclusive education is low due to absence of any incentives or a financial support.

4. Dispersion of secondary schools is inappropriate (with particularly low accessibility of schools in regions), accompanied by too high number (up to 40) of pupils per class in some schools or a too small a number in other schools.

5. Physical access (facilities, training and other equipment) and didactic-methodological provision is poor in most of the high schools; conditions for inclusion of children with special educational

needs are extremely limited, taking into account that a high number pupils with special educational needs have lower achievements, their opportunities for enrolment in general secondary education are very difficult and limited.

6. Teachers do not enjoy appropriate practical preparation during their pre-service training or the traineeship; the legally imposed personality test is unjustified and disputable in the aspect of psychological activity, and it is prone to misuse, but also it has caused numerous controversies and dissatisfaction with teachers; there is a lack of school principals' professionalism and political neutrality; expert services are insufficiently staffed according to the needs of the schools (e.g. according to the number of pupils, the instruction language), and at the same time a large amount of working hours are spent on regular administrative activities in the school, rather than in the area of their expertise; the latter factor leads to low quality or at least to limited scope of such services as support for pupils with special educational needs, pupils' career guidance or support to the gifted and talented children.

7. Assessment of the curriculum quality and pupils' grading are inconsistent in term of all relevant factors.

8. Reforms in the sphere of secondary general education are not always coherent/consistent with primary school's reforms, due to which transfer of pupils from primary to secondary school is exceptionally stressful for pupils and reflects negatively on their attitude towards learning and achieving results.

9. Support to democratic participation of pupils consistently remains insufficient.

10. There is a lack of continuous valid information on the national education system in terms of international prospects.

5.3.3. Priorities and Expected outcomes

106. Accordingly, the following priorities are defined for the period until 2025 (which are described in more detail, including measures, activities and indicators in the appropriate pillar in the Action Plan) and should ensure the relevant outcomes:

Priority I. Improve the Content of Secondary Education

1.1. Learning outcomes of Secondary education are clearly defined and relevant to the actual situation and needs of pupils according to their age and characteristics and to the Macedonia's society development priorities[25];

1.2. Secondary Education contributes to knowledge about human rights, respect for diversity and democratic values by pupils;

1.3. Curricula and all subject programmes are targeted to achieving the learning outcomes defined by the National Standard and ensure continuity with the primary education;

1.4. Secondary education pupils are provided with quality and up-to-date textbooks as a source of modern and relevant knowledge and as a tool of promoting human rights, respect for diversity and democratic values.

---

[25] While defining the learning outcomes, entrepreneurial skills should be included, according to the Strategy for Entrepreneurial Learning in Macedonia 2014-2020.

Priority II. Increase Enrolment of Pupils and Improve Inclusiveness and Interethnic Integration in Secondary Education

2.1. Physical conditions for enrolment of pupils with physical disabilities are in place;

2.2. Administrative and information base for ensuring inclusive education is in place;

2.3. Improved interaction between pupils from different languages of instruction;

2.4. Conditions for pupils accommodated in correctional facilities to continue (complete) secondary general education are provided.

Priority III. Improve Capacities of Human Resources in the Secondary Schools

3.1. Professional competences of teachers are continuously improved; teachers are motivated to demonstrate better performance;

3.2. All principals of secondary schools satisfy the minimum requirements of professional competences;

3.3. Education is accompanied with complete scope of support services necessary for pupils' quality learning and development process;

3.4. Novice teachers receive support necessary for their daily work.

Priority IV. Improve the Learning Environment and Quality of Education

4.1. Improved learning environment allowing better focus on every pupil is in place;

4.2. Schools' facilities and pupils' out-of-school time are used more efficiently;

4.3. Improved democratic participation of pupils in schools;

4.4. Feedback from all assessments allows to make evidence-based policy decisions;

4.5. Valid empirical data are provided on the capacities of 15-year old pupils (compared to international prospects) to enter life and continue education, or enter the labour market.

4.6. Talented pupils have opportunities to develop their potentials.

5.4

VOCATIONAL EDUCATION AND TRAINING

5.4.1. Overview of the situation and activities up to date

107.   The main public body responsible for providing professional support to development and continuous innovation of the VET system is the Centre for Vocational Education and Training established in 2007. General education subjects at secondary vocational schools are responsibility of the Bureau for Development of Education.

108.   Memoranda of cooperation based on the Protocol on social partnership and the Framework for social partnership, were signed between the VET Centre and different national and foreign organisations, in order to strengthen cooperation of all stakeholders and to engage stakeholders in decision making process and in drafting of documents related to vocational education and training.

109.   Standards for implementing pupils' practical training with employers were developed, curriculum and programme for vocational and didactic training of trainers from companies where practical training is to take place are drafted, and several trainings of mentors in companies that would lead pupils in practical training have taken place.

110.   A new phase of modernising secondary VET has started with the "Skills Development & Innovation Support" project in 2015. This initiative is focused on reforming the four-year technical vocational education and incorporation of mechanisms for quick reaction to the needs of the labour market. Other expected outcomes of the project are: analysis of the VET system needs and offering recommendations for structural reforms; a Concept Paper for technical education in the Republic of Macedonia; methodology for development of occupational standards, revised and new occupational standards; methodologies for development of qualification standards and curricula based on learning outcomes; drafting of methodology and instruments for analysis of the secondary vocational schools network in the Republic of Macedonia; assessment of the network of secondary vocational schools and a plan for rationalisation of the network; curriculum and learning materials for training of teachers and secondary VET schools' principals; as well as assessment of the equipment needs for school cabinets for practical classes.

111.   A Methodology for development of occupational standards was developed in 2009, and amended in 2017, thereby setting up the grounds to define the needed knowledge, skills and competencies to perform a particular occupation. This is expected to facilitate developing curricula for formal and non-formal vocational education and training. Until now at least 90 vocational standards are developed, however processes of reforms so far in vocational education and training have not been fully coordinated and guided accordingly.

112. New curricula were developed for the reformed three-year vocational education, as well as for occupational standards and qualification standards. In parallel with this, VET teachers were trained on such topics as application of modern teaching methods, active involvement of students and stimulation of the students' creativity. Extensive contribution to these improvements was done by the projects "Support to the modernisation of the education and training system", and "Strengthening of Lifelong Learning through Modernisation of VET and the system of Adult Education". Produced outcomes are new Occupational Standards, Qualification Standards, as well as curricula and programmes meeting the needs of the Labour Market.

113. Within four-year secondary vocational education, English is taught as a first foreign language, and in some vocational curricula, German, French and Russian are offered as second foreign languages. New curricula for them have been introduced for 1st, 2nd, 3rd and 4th year of secondary education. The starting point for developing new curricula was the Common *European Framework of Reference for Languages* as an orientation regarding the language competences levels to be acquired as by pupils by the end of each school year in secondary education.

114. To facilitate teaching and learning of mathematics at the secondary education level, a Manual of Mathematics for 15-16 years old pupils, their parents and teachers was prepared. Teachers participated in a training during which the examination programme and goals for the subject of Mathematics for State Matura were presented, including materials which should help pupils to successfully pass the exam.

115. For ensuring the students' career guidance, career centres staffed with trained career counsellors selected from the teaching staff from the schools. Their work is supported by a developed standardised tool – Battery of Instruments for Professional Orientation (BIPO). Career centres and career councillors are not found in all schools. Teachers who work as career councillors are those trained within a USAID project.

116. In order to increase the quality of the teaching staff Professional Competencies for teachers, expert associates and expert associates in the secondary education activity involved in the practical training for pupils have been drafted. System of novice teachers' mandatory personality and professional competency testing and verification of their suitability to work with children and adolescents were introduced with a purpose to improve the quality of the teaching staff, however the personality test was disputed by the experts and the public.

117. An analysis of the labour market was carried out through collecting information about the employers' needs in terms of skills for the jobs emerged in the period of 6-12 months. The aim of the research was to obtain a better picture of the exiting conditions and the expected changes in the labour market, the needs for the new occupations regarding new employments, the needs for skills of candidates for the planned new employments, for the needs of workers in certain occupations considered as deficient by employers when filling in vacant job positions. Research and analysis of skills needs in the labour market provided some short-term indicators of employers' expectations with regard to new occupations and the skills needs that make job seekers competitive in the labour market.

118. Trainings for unemployed people to improve their employability through acquiring knowledge and skills for the occupations demanded in the labour market were implemented. Those trainings provided by certified training providers had a duration of four months and included a real work with the employers. After the training and verification of the acquired knowledge and skills, participants received a corresponding certificate for acquired knowledge.

119. In 2010, the VET Centre in coordination with other relevant institutions, developed a Concept on post-secondary vocational education which was endorsed by MoES.

120. Between January 2013 and January 2017, all secondary schools applied a system of external assessment of the pupils' achievements in all subjects.

121. In 2000 and 2015, secondary vocational schools (along with other secondary schools) participated in the PISA, measuring how many 15-year olds are trained to read and understand, and how many are mathematically literate and natural science literate.

5.4.2. Challenges

122. The following challenges still have to be considered in Vocational Education and Training:

1. Vocational education remains insufficiently attractive (except certain vocations in the field of healthcare, economics and law), particularly regarding two year and three year vocational education. Modern system of post-secondary education is still lacking; and capacities of VET system to ensure inclusive education are very limited. The number of vocational subjects in the curricula is the lowest in Europe, about 52% (compared to 70% in Europe), and number of general subjects in vocational education is the largest (about 42%) which makes it more general regarding education. In addition, the percentage of hours of practical training is exceptionally low, with an average of 20-30%, compared to the European trend of over 60%. The approach to VET, including the VET programmes, is insufficiently flexible in order to adapt to swift technological developments. The process of innovating a programme, from development of the programme, its endorsement, until the first generation of pupils complete it, is always far too slow compared to technological developments, and thus the changes at the labour market. Therefore, in order for VET to respond with relevance and continuity to the labour market needs, the position of VET, including programmes and training of teachers should be essentially flexible, based on continuous adaptation to new developments. In this situation, in order for pupils in VET to be able to respond to labour market demands, their starting point should essentially be developed generic and key competencies. Competencies developed in this manner – for example, critical thinking, problem solving, learning how to acquire new information and skills and how to apply them in practical situations, including innovation and entrepreneurship – will assist pupils to adapt more efficiently to swift changes of the labour market needs.

2. There is a mismatch between the VET supply and the Labour Market demand; the system of development of new VET qualifications is inflexible and ineffective, while cooperation with business sector specifically in terms of pupils' practical training and work-based learning is insufficient and inefficient. Occupational standards as a starting point for proper and up-to-date vocation education are not sufficiently initiated by the business community and procedures for their development are insufficient productive.

3. Teachers' knowledge on the modern technologies related to the taught subjects has serious deficiencies, which is complicated by low motivation of teachers, weak system of professional development and career advancement; particularly due to this, the traditional approach to guiding the education process is prevailing.

4. Employers are not sufficiently motivated to accept pupils for practical training, even though the Law on the VET entails the right of the employer who enrols pupils for practical training to acquire financial, customs and tax relief, however in practice these legal provisions are not functional.

5. There are VET school principals suffering from low professionalism thereby negatively affecting management of the VET institutions most of which are also not completely equipped with the support staff and professional services' specialists (e.g. IT administrator, Career advisor, etc.). There is a lack of application of standards on professional and career development of school principals and expert associate staff in schools.

6. The system of secondary VET quality assurance is at its early stage of development. There is a lack of continuous valid information on the national education system also in terms of international prospects. The legally imposed personality test, disputed in terms of psychological activity, caused numerous controversies and dissatisfaction with teachers.

7. A large percentage of pupils of marginalised communities enrol at VET schools where their insufficient level of integration, quality inclusion and multiculturalism may be noted, specifically for Roma pupils, inclusion of pupils with special educational needs.

8. A very limited scope of vocations is offered for the pupils accommodated at correctional facilities.

5.4.3. Priorities and Expected outcomes

123. Advancement in the Vocational Education and Training sector will be based on the following priorities and expected outcomes which are described in more detail, (including measures, activities and indicators) in the appropriate pillar in the Action Plan:

Priority I. Harmonise Vocational Education and Training with the Labour Market Needs

1.1. System of VET can be promptly adapted to the changing skill needs in the Labour Market;

1.2. Learning within the VET system is organised in a more flexible and effective way in terms of competences acquisition and targeted to achieving the learning outcomes defined by the standards;

1.3. Decision-making process and the VET system development are supported by wider range of key stakeholders, including the business community;

1.4. VET system is continuously informed about the up-to-date demand on the work force and qualifications and skill needs to be used for VET policy development;

1.5. Information on graduates' further educational and/or employment pathways (career advancement) allows to take evidence-based policy decision;

1.6. Post-secondary Vocational education is reformed in accordance with the MQF.

Priority II. Improve Learning Environment and Quality of Vocational Education and Training

2.1. Efficiency and effectiveness of the VET system are improved in terms of expenditures and relevance to the local, regional and national labour markets;

2.2. Teaching and learning process is supported with all means necessary for achieving established learning outcomes;

2.3. Competences of VET graduates are in line with the employers' requirements and compatible with the references established in accordance with EQAVET;

2.4. VET students acquire practical skills relevant to the real needs in working environments;

2.5. The business community actively participates in the VET implementation;

2.6. Feedback from all assessments of students' achievement allows to take evidence-based policy decision;

2.7. Valid empirical data are provided on the capacities of 15-years old pupils (compared to international prospects) to enter life and continue education, or enter the labour market;

2.8.   Efficiency of VET reforms is ensured through centralisation of investments and concentration of results;

2.9.   Introduction and dissemination of VET innovations based on the best national and international practices is promoted.

Priority III. Increase Enrolment in Vocational Education and Training

3.1.   VET graduates are able to make informed choices of education or career pathways;

3.2.   VET system enrols higher number of students with better academic progression;

3.3.   Attractiveness and value of skilled work and of VET in general is improved;

3.4.   Conditions for pupils at correctional facilities to participate in vocational education and training are provided.

Priority IV. Improve Capacities of Human Resources

4.1.   Professional competences of teachers are continuously improved;

4.2.   Teachers are motivated to demonstrate better performance;

4.3.   Principals of all VET schools satisfy the minimum requirements of professional competences;

4.4.   Education and training is accompanied with complete scope of support services necessary for students' quality learning process.

5.5

HIGHER EDUCATION, RESEARCH AND INNOVATION

5.5.1. Overview of the situation and activities up to date

124. The main legal act for the sector is the Law on Higher Education (2008) which, among others, has provisions on harmonisation of the country's higher education with the Bologna process and the European credit transfer system, as well as establishes legal base for status of the teaching staff and student's mobility. After adoption of the Law, it has been modified in about 20 instances, however the application of certain amendments was been delayed for several times, thereby creating legal confusion about the validity of certain provisions. At the same time, many legal modifications were criticized by the academic community – professors and students, since they contained limitations of the autonomy of universities and were the reason for mass protests in the Republic of Macedonia.

125. A Law on Scientific Research (2008) regulates relations in the sphere of scientific research and international cooperation, with regard to transfer of knowledge, research, training, and application. In 2013, a Fund on Innovations and Technological Development (FITD) responsible for coordination and strengthening of activities in the field of innovation, was established according to the Law on Innovative Activities.

126. With a purpose to increase the access to higher education, three new public universities were established: "Goce Delcev" in Stip (2007), University for Information Science and Technology in Ohrid (2009) and "Mother Theresa" in Skopje (2016). In addition, in 2010 the GoRM issued two decisions: a Decision to decrease the student's participation fee for studying at public universities and a Decision to provide easier access for university enrolment to the persons over the age 30/35 (lower participation fee and status of part-time students).

127. Since 2010, MoES has been providing the undergraduate and Master and Doctoral courses students with scholarships for studying abroad, specifically to those accepted at the first 100 universities from the Shanghai list, in the areas of law, technical sciences, architecture, civic engineering, mathematics, economics and finances, physics, biology, chemistry, and genetics.

128. Providing and assessing quality assurance in higher education, according to the Law on Higher Education, is a responsibility of the Board for Accreditation and Evaluation of Higher Education (BAEHE) established in 2011, which consists of 23 members. In the original version of this Law, the Board of Accreditation and the Agency for Evaluation were foreseen, and later on these two were merged. Currently its mandate includes approval and recognition of higher education institutions and study programmes, assessment of higher education provision quality, management, financing, academic and other activities.

129. With regards to this area, a controversial state exam was introduced, whose application was delayed and so far it has not been implemented at all. Also, the Law on Higher Education has foreseen a National Council, which has not been established yet.

130. In 2013 a Rulebook was adopted, according to which all higher education institution established their Boards for Cooperation and Trust with the Public (BCTP) aimed at ensuring quality by considering all stakeholders' opinions and recommendations for development of the institution. In 2015-2016 academic year the third ranking of the higher education institutions was conducted, based on 21 indicators of academic performance and competitiveness that refer to the key aspects of their activities such as teaching, research and social dimension.

131. The procedure for degree recognition and equalization regulated within the Law on Higher Education in the period prior to this Strategy, underwent several amendments. Also, this Law regulates as a single process both types of qualification recognition (VET and academic). It is expected that the Macedonian Qualifications Framework (according to the Law on the National Qualifications Framework), which is being currently introduced, to facilitate recognition of national qualifications abroad (and vice versa) and improve the labour mobility.

132. Since 2016, a process of revising the higher education funding model has been launched with a purpose to increase efficiency of financial means distribution to universities.

133. Since 2010, several projects have been initiated: laboratories with modern technical equipment for scientific research and applied activities were supplied to public universities; a portal www.nauka.mon.gov.mk was created to provide data base with scientific institutions, researchers, and research laboratories; "scientific subventions" were made available to authors of scientific-research papers published in international journals with impact factor; 1,000 professional books and textbooks used in the world most prestigious universities were translated, however the translation was frequently of poor quality and thus making most of the books unusable. Also, some laboratories intended for the higher education institutions, were given to other non-education related institutions, and currently there is a procedure by competent public prosecutors' office against this case.

134. Since 2013, MoES has been providing grants to academics from the higher education and scientific institutions for implementation of three types of creative activities in the field of art and architecture, dramatic arts, musical arts, film and literature:

    - participation or performance at a festival - a member of the European Festivals Association;

    - participation as a country representative in a project and or a festival abroad;

    - participation in an international project and a festival outside of the country.

135. Pursuant a Government decision in 2015, MoES via the Directorate for Development and Promotion of Education in the Languages of the Ethnic Communities started awarding scholarships for Roma students. The goal of this measure is to stimulate the Roma to enrol at universities that produce teaching staff. This measure is in line with the Action Plan for Education 2014-2020 which is part of the National Strategy on Roma Inclusion in the Republic of Macedonia.

136. In 2014, Republic of Macedonia joint "Horizon 2020" with other four Western Balkans countries and became an associate member with equal participation in all segments of a seven-year EU programme for research and innovation that allows for mobility of prominent scientists, strengthens national research systems, and assists countries to integrate in the European research activities.

137. In 2015 the Fund on Innovations and Technological Development started using the instruments for providing co-financing grants for: (1) the newly established start-up and spin-of trading associations;

(2) commercialisation of innovations; (3) transfer of technologies; and (4) establishment, operation and investment in business technology accelerators. So far, 37 projects in the areas of ICT, mechanical and electrical engineering, agriculture, mineral production, creative industries, and civic engineering have received grants.

5.5.2. Challenges

138.   In the field of Higher education there are many challenges that are still affecting this sector:

1.   Insufficient quality of certain faculties and universities is accompanied with non-functioning system of accreditation and evaluation of universities; some study and subject programmes do not match the labour market needs; there still occur such phenomena as plagiary in the students' and professors' papers; the system of practical training of students is improper. The Board of Accreditation and Evaluation fails to provide efficiency and functionality. Due to those reasons it will be required for this body to be reformed by means of establishing separate bodies for accreditation and for evaluation of higher education. With regards to accredited programmes, there is a lack of efficient mechanisms to allow for assessment accreditation criteria compliance, following the period of granting accreditation of a study programme. In this aspect, there is a lack of processes for monitoring the criteria compliance between the periods of granting accreditation and reaccreditation.

2.   The higher education does not provide a system for regular quality assurance. A model of state exam was introduced. This model was against the principles of higher education and directly affected academic freedom of universities. Even in the procedural aspect, this model was inefficient and contradictory, and thus difficult to implement. Consequently this state exam model was never implemented.

3.   The procedure for recognition of higher education qualifications is complex. Usually the procedure takes a long time period to be completed and is burdened with many administrative requirements.

4.   In general, the Higher education system is overregulated, that affects the autonomy of universities. At the same time, university/faculty management is insufficiently participatory, with a high decision power concentrated at the management structures, and students' participation in the university (faculty) governance is still nominal and mostly formal. The National Council as an autonomous expert body has been foreseen in the existing Law on Higher Education, however it has not been established yet and currently there is a lack of any body that would carry out its' tasks. The need for an autonomous and expert body whose powers would be in the area of higher education quality assurance, assessment, development and promotion is pressing. In addition to establishing this body, there is a need for strengthening its structure and powers in the area of funding higher education. For the purpose of stimulating students, the National Council should have powers in adoption of references and criteria for stimulating talented students and awarding scholarships to students with above average achievements in their studies.

5.   There should be more focus on opportunities for cooperation among universities, without drawing divisions between public and private universities, unlike the case of the Rector Conference of Public Universities and the Rector Conference of Private Universities as a form of cooperation. In this aspect, it is necessary to strengthen the role of the Interuniversity Conference, and to clearly define powers the Interuniversity Conference has as part of the process of reviewing and harmonising issues of common interest.

6. The higher education reform in the Republic of Macedonia should cover reforms of the student organisations within universities, which should be more transparent and will have interest of students as a priority.

7. Even though university entrance requirements (criteria) remain low, access to higher education for different vulnerable groups is limited, and moreover, information about their enrolment at universities is insufficient.

8. Expansion of study programmes continues without proper analysis of the Labour Market demand and assessment of the implementation capacities.

9. Regarding issues related to the contents and evaluation of study programmes, there is lack of adjustment of ratio of obligatory and optional subjects with regards to specific features and needs of different study programmes.

10. The Government and the universities fail to offer sufficient opportunities for professional improvement of the teaching staff, as well as for academic career development and mobility, and financial support for research; universities lack young staff due to the legal framework and failure to provide funding for new job positions; the student-professor ratio is high.

11. In different spheres of Higher education there are problems such as: difficulties with issuance of the diploma supplement, lack of distance learning opportunities due to insufficient legal framework and low development of on-line learning platforms, undefined criteria of higher education funding, actual non-existence of a tripartite cooperation between the state, academy and businesses.

12. The level of research funding remains unsatisfactory which results particularly in improper infrastructure of scientific research centres at the universities; priority thematic areas of research are not reformed; access to global scientific data bases is limited; there is no appropriate mechanism for commercialisation of innovative solutions.

5.5.3. Priorities and Expected outcomes

139. The following are the priorities and expected outcomes (described in more detail, including measures, activities and indicators, in the appropriate pillar in the Action Plan) expected to be attained for this Pillar:

Priority I. Ensure Quality and Effectiveness of Higher Education in accordance with European good practices

1.1. Redefining and upgrading of the relevant bodies on accreditation and evaluation of Higher Education has been carried out;

1.2. Pre-conditions for higher education external quality evaluation are in place;

1.3. Preconditions for quality assurance in universities are ensured;

1.4. Pre-conditions for effective functioning of the body responsible for accreditation of the study programmes are ensured;

1.5. Pre-conditions for effective functioning of the body responsible for evaluation of the study programmes are ensured;

1.6. Efficiency and effectiveness of the Higher education system is improved in terms of expenditures and relevance to the local, regional and national labour markets;

1.7.   Students acquire practical skills relevant to the real work requirements;

1.8.   Graduates are able to make informed choices of career pathways;

1.9.   Effectiveness of learning process in Universities is increased through better focus on every student is in place.

Priority II. Improve the Content of Higher Education

2.1.   Minimum requirements towards the content and outcomes of Higher Education are established;

2.2.   The opportunity for selecting the study subjects has been extended by means of replacing the university list of optional subjects, including an opportunity to add optional subjects from other university units;

2.3.   Information on graduates' further educational and/or employment pathways (career advancement) allows to take evidence-based policy decision;

2.4.   Academic development and mobility of Universities' teaching staff and students is improved in the context of European Higher Education Area and international higher education environment;

2.5.   Higher Education system is continuously informed about the up-to-date demand on qualifications and skill needs to be used for Higher Education policy development.

Priority III. Improve Availability and Enrolment System of Higher Education

3.1.   Availability of higher education for those with physical disabilities is improved;

3.2.   Students are provided with decent accommodation conditions in all dormitories.

Priority IV. Improve Management and Funding of Higher Education

4.1.   University governance and management are democratised and its effectiveness is increased;

4.2.   Autonomy of universities is guaranteed;

4.3.   The National Council for Higher Education has been established, its' structure and powers have been strengthened, particularly regarding funding of higher education. For the purpose of stimulating students, the National Council has powers in adoption of references and criteria for stimulating talented students and awarding scholarships to students with above average achievements in their studies;

4.4.   Functional participation of students in the decision making processes at the university and faculty levels is enhanced. Student organisations are based on the principles of democratic participation of students and transparency in their operations, and student bodies (student assemblies) are part of the universities and their units, thereby being functionally integrated in the activity of universities and their units;

4.5.   Cooperation of Universities with the key stakeholders (business community, BAEHE and University Senate) are strengthened;

4.6.   Efficiency of use of financial resources allocated to Higher education is increased;

4.7.   Conditions for increased investments in Higher Education are in place.

Priority V. Support Research and Innovation

5.1. Sustainable support to, and effective targeting of, research and innovations are in place;

5.2. Efficiency of use of financial resources allocated to Research and Innovation is increased;

5.3. Scientific research is in line with the contemporary needs of technology development.

5.6

ADULT LEARNING AND EDUCATION

5.6.1. Overview of the situation and activities up to date

140. The Law for Adult Education was adopted in 2008, which was followed by issuance (or amendments) of a number of sub-legal acts regulating the procedures for verification of the programmes for adult education (non-formal education), standards for space, equipment and staff of the institutions for adult education. In 2011 another legal act related to the sector, i.e. the Law for Open Civic Universities for Lifelong Learning was also adopted.

141. According to legislation, the strategic issues on development of adult education were assigned to the Council for Adult Education. The Adult Education Centre which was established in November 2008 and became operational in June 2009, has a mission to promote a functional Adult learning and education system (in line with EU standards) that provides high-quality learning opportunities for acquiring qualifications, increases employment and develops entrepreneurship, meets the needs of the labour market, contributing to economic, social and personal development of individuals.

142. The priorities of the sector were defined in the Strategy for Adult Education. Two concept documents providing directions on how to integrate the non-formal education in the education and training system, and defining conditions for improvement the elementary adult education were adopted. This was accompanied by adoption in 2011 of Manuals for verification of special programmes for adults and for verification of institutions for adult education. In addition, a Rulebook for verification of adult education institutions was prepared in 2013. Since 2012, 77 institutions for adult education have been verified. Within the National Qualifications Framework establishment process, a catalogue of qualifications allowed for awarding through adult education was prepared with reference to the European framework.

143. In 2012 process of verification of special programmes for adult education (programmes for non-formal learning) leading to qualifications or partial qualifications was launched. These programmes are designed in accordance with occupational standards, the number of which is currently 265. In addition, 35 separate programmes for acquiring specific knowledge, skills and competencies have been verified since 2014.

144. At present 77 non-formal training providers are also verified (accredited) and allowed to provide a nationally recognised Certificate. Two out of them which were verified for provision of programmes for training of Adults, have their verifications expired. Since 2012 around 40 participants have become professional trainers.

145. There is a large variety of programmes offered to adults. Particularly, since 2010, around 2000 adults (with elementary education only) participated in different programmes at the level of secondary vocational education in six municipalities; from 2010 to 2015, under the Operation Plan for Active Labour Measures and Employment Programmes, 1,190 unemployed people were trained through State Employment Agency for occupations demanded in the labour market.

146. With a purpose to assure adult education quality, a system of training providers' monitoring was established in 2013.

147. Realising the importance of the population awareness about the adult education opportunities and benefits, a number of promotional activities were implemented during the last two years. Thus, since 2012, Adult Education Days have regularly been organised, targeted to promotion of the concept of lifelong learning as education that is acquired during whole life, regardless age, gender, and ethnic background, as well as to raise the citizens' awareness of the importance of adult education.

148. In 2016 a project on strengthening the system of lifelong learning by modernising vocational education and training and adult education and training was launched, resulting in developing a Strategy on Adult Education, Strategy on Lifelong Learning, 15 new programmes for adult training, more than 40 certified trainers for adults, as well as a draft model for strengthening the network of Open Civic Universities for Lifelong Learning, as drivers of local economic development, including proposed amendments in the legislation regarding their operations based on best German and European practice.

5.6.2. Challenges

149. Although a wide range of improvements have been made in the sector of Adult learning and education, substantial of work still has to be done to address the following challenges:

   1. Programmes targeted to elimination of adults' illiteracy have rather limited coverage. The existing system of primary education for adults is rigid, long and inefficient without opportunities for adults to have their previous learning recognised, nor to get included at the proper level of education. This has a discouraging impact, and a large number of adults without primary education completed are left out from this process without opportunities to acquire qualifications and enter the labour market.

   2. There is a gap between the demand and supply of adult education which is due to the lack of information about at least mid-term and long-term needs of the Labour Market.

   3. Low awareness of population about adult education opportunities and benefits results in low motivation of adults to participate in lifelong learning, another reason of which is absence of system for Validation of non-formal and informal learning (VNFIL).

   4. Not only companies are lacking awareness about privileges from implementing Work-based learning, practical training or internship but also workers are not sufficiently aware about their educational rights and duties.

   5. There is no comprehensive system of adult education funding in the country, while employers also do not enjoy any financial incentives to invest in adults' education and learning.

   6. In general, the level of cooperation with different stakeholders (e.g. with local economic and social councils) is low, there are serious difficulties with participation of business community in designing adults learning programmes, particularly in terms of learning outcomes.

   7. There is no system of collecting and processing of statistical data, evidences and analysis on adult education.

8. Quality control of adult education implementation by the certified providers remains insufficient.

9. The is a lack of a single registry for issuing certificates by training providers, no regulations have been proscribed for participation of bodies that approve programmes, or perform testing, or grant accreditations to training providers, including regulations for criteria for service providers.

10. Few accredited service providers, working commercially and having support by the local self-governments, offer courses throughout the year, both in terms of vocational advancing and of training regarding artistic, social and cultural aspects for the overall local community.

5.6.3. Priorities and Expected outcomes

150. Within this Strategy, the enlisted priorities and respective expected outcomes (described in more detail, including measures, activities and indicators, in the proper Pillar of the Action Plan) are defined to contribute to promoting the Adult learning and education to the appropriate level of development:

Priority I. Improve qualifications (knowledge, skills and competences) of adults

1.1. Opportunity to validate competences acquired through non-formal and informal learning is provided to all citizens thus improving attractiveness of Lifelong Learning and increasing competitiveness of labour force;

1.2. Education attainment level of population is increased;

1.3. Key competences of adults are improved;

1.4. Learning opportunities of adults with special educational needs are improved;

1.5. Conditions for inmates to complete primary and secondary general education and participate in VET are provided;

1.6. Motivation of adults to participate in courses is improved;

1.7. Opportunities of ALE are enhanced due to improved policy;

1.8. Enrolment in ALE is increased and contributes particularly to regional and local development.

Priority II. Improve Content and Quality of Adult Learning and Education Provision

2.1. Preconditions for increasing the number of providers of non-formal education for adults and for expanding the scope of qualifications offered in accordance with the Labour market needs are in place;

2.2. Pre-conditions for quality assurance in ALE provision are in place;

2.3. Quality of ALE provision is improved as a result of strengthened professional competences of Adult Educators;

2.4. Relevance of the Adult Education to the Labour Market needs is increased.

Priority III. Improve Legislation, Organisation and Management of Adult Learning and Education

3.1. Financial base necessary for sustainable functioning and development of the ALE system are ensured;

3.2. Up-to-date statistical data on ALE system is available and allows to take evidence-based policy decision;

3.3. Opportunities and options for establishing preconditions for increased investments in ALE are identified.

5.7

GENERAL/COMMON PRIORITIES IN THE EDUCATION SYSTEM

151. There are a number of issues common for more than one pillar or even for the Education system in a whole. However, in order to keep the logics of the Strategy as clear as possible as well as to ensure more effective management and implementation, a part of those cross-cutting issues, have been addressed under the previous pillars, and then systematised. Such are the following:

- Improve Learning Environment and quality of education provision – *for all levels;*

- Improve content of education – *for all levels (also harmonisation with the Labour Market Needs) –* particularly through introduction of standards targeted to acquiring learning outcomes;

- Increase enrolment, improve inclusiveness and interethnic integration – *for pre-school, primary and secondary education*;

- Improve Capacities of Human Resources (managers, teaching and other staff) and operationalise career advancement mechanisms – *for pre-school, primary and secondary education, VET, Higher education and Adult Education;*

- Improve organisation and management of institutions – for *Pre-school, Primary, Secondary, VET, Higher and Adult Education*;

- Improve professional orientation and career guidance services – *for Primary, Secondary, Vocational and Higher Education.*

152. When it comes to improving inclusion, which as a topic is featured in almost all pillars, the focus is on persons (pupils) with special education needs. In the Strategy, under special education needs, the needs are implied of persons (pupils) who independently and without educational interventions and support by education factors cannot achieve learning standards anticipated for their age. A characteristic for persons with special education needs is the need to provide them with additional assistance in education in order to achieve the learning standards. There is a wide range of reasons due to which certain pupils may have special education needs: (A) mental and physical disability in the development, (B) socio-emotional and behavioural reasons, and (C) unfavourable conditions for education, due to socio-economic, cultural, and/ or language factors.

153. Another topic featured in most pillars, particularly significant for the overall social context, refers to improving interethnic integration. According to the Strategy, one way of achieving this is by providing multicultural education, or introducing multiculturalism in education, which implies presence of contents depicting cultural characteristics of all ethnic communities living in the Republic of Macedonia in a way to promote accepting similarities and respecting differences. On the other hand, when one is discussing activities on interethnic integration in education, one is referring to joint activities with "mixed" groups of pupils/teachers from different teaching languages, based on interaction among participants.

154. However, there are other general issues related to the entire education system which will be addressed under a separate Pillar № 7:

- Legislation;
- Education statistics and information;
- IC technologies and digital literacy;
- Social partnership;
- National Qualification Framework.

155. In addition, a specific priority related to the monitoring and evaluation of the Strategy as well as to the corresponding capacities of the public bodies will be addressed within this pillar.

5.7.1. Overview of the situation and activities up to date

156. In the country, several laws regulating different levels and aspects of education were adopted since 2000:

- Law on Protection of Children[26] (2000);
- Law on supporting technical culture (2000);
- Law on Primary Education (2002);
- Law on Secondary Education (2002);
- Law on Pupils' Standard (2005);
- Law on Vocational Education and Training (2006);
- Law on Higher Education (2008);
- Law on Education of Adults (2008);
- Law on Textbooks for Primary and Secondary Education (2008);
- Law on Scientific Research Activity (2008);
- Law on recognition of professional qualifications (2010);
- Law on Open Civil Universities for Lifelong Learning (2011);
- Law on Student Standard (2013);

---

[26] Regulates relations in the sphere of Pre-school Education.

- Law on Innovation Activities (2013);

- Law on National Qualifications Framework (2013);

- Law on Training and Exams for Directors of Primary Schools, High Schools, Dormitories and Open Civic University for Lifelong Learning (2014);

- Law on Higher Education Institutions Preparing Teaching Staff for Preschool, Primary and Secondary Education (2015).

157. In addition, there are laws regulating activities of different structures of the education system, such as: *Law on establishment of the University in Tetovo (2004); Law on Education Inspection* (2005), *Law on the Bureau for Development of Education* (2006), *Law on establishment of the State University "Goce Delchev" in Shtip (2007), Law on National Examination Centre* (2008), *Law on Establishment of the National Agency for European Education Programmes and Mobility* (2007), *Law on Establishment of the University of Information Sciences and Technologies "S. Apostol Pavle" (2008), Law on Establishment of National Agency for Nuclear Technologies in RM (2010), Law on the Pedagogical Service* (2011), *Law on Sports Academy* (2014), *Law on Teachers' Academy* (2015), *Law on Teachers of Primary and Secondary Schools* (2015), and *Law on Establishment of the University "Majka Tereza" in Skopje (2015) and Law on Establishment of the University for National Defence, Security and Peace "Damjan Gruev" in Skopje (2016).*

158. All those laws, since their adoption, have regularly been amended upon necessity. These processes, however, were initiated by different ministries, institutions or ministerial departments responsible for certain fields, and revision of one law was not accompanied with corresponding amendments in the others. Due to this, a comprehensive revision and harmonisation of the education legislation has become an urgent necessity.

159. Statistical data on the education system are collected and processed by a number of structures in parallel, e.g. State Statistical Office (official statistics); Education Management Information System (EMIS) acting under the MoES; Bureau for Development of Education; National Examination Centre and other institutions. Universities run their own databases. Another database established for pre-school education, is functioning independently.

160. In 2010, an Education Management Information System (EMIS) was established to support the core business processes of MoES, implementation of a complex and modern HR system covering the requirements of the Ministry, all its agencies and all primary and secondary schools in the country. EMIS is to collect, verify, process and report the data about the pupils and their attainment in public primary and secondary schools. Data particularly on the following are managed by EMIS: maintenance of schools, pupils, teachers and non-teaching staff, pupils' outcomes (excluding Matura results), pupils' absences, school buildings and school assets, funding and expenditures, schools' annual plans, staff absence, pupil/classrooms allocation, text books and their usage. In addition, the system covers information on the personnel, e.g. employment and dismissal details, employment history, career management, training and professional development, compensation and benefits, etc. The system has over 1,000 users – 2 staff in each school and 3 staff in each municipality.

161. In 2016, a new 3-year project with an objective to design an integration model for a centralised EMIS for higher education for student affairs, academic programmes, human resources management, budgeting and financial management, and infrastructure management, and other data essential for monitoring the operation and outputs of the higher education, was launched.

162. In the period 2009-2011, all members of the teaching staff of primary and secondary schools were trained to ensure their digital literacy and ability to apply ICT in the teaching process by using the operative system *Edubuntu* (mainly for the school subjects Mathematics, Physics, Chemistry and Informatics). Access to services for support and to educational multimedia resources on the Internet was ensured. Schools have

been provided with Internet connection, classrooms linked with local Intranet networks and fast Internet access has been provided for all legal and natural persons participating in the education process.

163.   Curricula and the ICT-related subject programmes of primary and secondary education were reviewed and the volume of ICT education was increased by means of introducing mandatory school subjects in this area from the 3rd grade of primary school onward, and by allowing for continuous studying of informatics in all four years of secondary education. Digital contents have been designed for the school subjects: History, Musical Education, Art Education, Macedonian language, and Albanian language. ICT literature has been created in Macedonian and in the languages of the communities in regions and areas where a legal framework exists for this. A portal has been established where textbooks (licensed by the Ministry) have been published in PDF format.

164.   Flexible forms of education and lifelong learning have been integrated by using the ICT in the existing system. A process of obtaining a continuous digital literacy has been provided for all professions by adjustments to the specific professional needs. Pupils who have left school and unemployed individuals are enabled to become digitally literate. An electronic journal has been introduced at primary and secondary schools in order to improve communication between teachers and parents, to allow for a fast and simple insight into information in the journal by teachers in the school, and to allow for centralised and fast statistical analysis by MoES and other state institutions. Several portals have been created to enable information and application for scholarships, to post educational videos, and to keep records of science and research activities and their application in the Republic of Macedonia (projects, works and innovations).

165.   There are a number of consultative structures responsible for various aspects of education, with membership of different stakeholders. This particularly are:

- Vocational Education and Training Council;

- Adult Education Council;

- Sector Monitoring Committee for IPA Component IV;

- Council for monitoring of 2013-2020 VET Strategy implementation in the context of lifelong learning;

- National Board on the Macedonian Qualifications Framework;

- Committee for Innovations and Entrepreneurship;

- Council for Monitoring of the Implementation of the Strategy on Entrepreneurial Learning;

- Advisory Group for Monitoring of the Implementation of the Strategy of Innovations;

- Sectorial working groups within the framework of the National Investment Committee (sectorial working group on education, employment and social policies);

- Inter-ministerial Working Groups for NPAA Chapters.

166.   All these councils involve not only representatives of public bodies such as MoES, MoLSP, MoF, BDE, AEC, VETC and donor partners but also social partners, e.g. Union of the Chambers of Commerce of Macedonia, Chamber of Commerce of Macedonia, the Chamber of Commerce of North-western Macedonia, Confederation of Employers of the Republic of Macedonia, Craftsmanship Chamber of Macedonia, Organisation of Employers of the Republic of Macedonia, and representatives of relevant Trade Unions.

167.   In addition, other consultative structures such as National Council for Higher Education, Science, Innovation and Technology, Council responsible for the Higher Education Programme funding issues,

and others, are foreseen by the legislation and are to be established in the near future. They also will dully involve different social partners.

168. The Economic and Social Council *ex-officio* chaired by the Minster of Labour and Social Policy is a tripartite body with equal representation of the GoRM, employers' associations and trade unions (12 members in total) and has a consultative role in designing and implementation of economic and social strategies and policies including education and training. There are also six Local Economic and Social Councils where representatives of education sector are also involved.

169. The Macedonian Qualifications Framework (MQF) has an aim to improve education and training systems through implementation of the learning outcomes approach; to make easier the access to learning in every context and its results explicit for every citizen; to raise the overall level of qualifications of the population; and to strengthen the links between qualifications and employment prospects. With the adoption of the *Law for the National Qualifications Framework* in 2013 and the designation of an official representative as full member of the Advisory Group of the European Qualifications Framework (AG EQF), the country had committed to reference MQF to the EQF. So far a number of activities such as establishment and staffing of the NQF Unit at the MoES Sector of General Affairs and Support to Minister, establishment and work of the National MQF Board, launching the MQF website, publication of the comprehensive Inventory of all qualifications, and establishment of Sectoral Qualifications Councils were implemented. In addition, a *Working Group for Further Development of the National Qualifications Framework for Lifelong Learning* was established in April 2014.The comprehensive *EQF Referencing Report of the Macedonian Qualifications Framework and Self-Certification to the QF-EHEA*, developed in 2014-2016, was adopted by the EQF AG in February 2016. A Glossary was developed on NQF terminology. All existing qualifications are conditionally included in the MQF.

170. The further development and sustainability of NQF is of highest national priority. The on-going interventions are related to: preparation and alignment of relevant legislation for further implementation of the MQF, strengthening the institutional capacities, as well as enhancing the establishment of a functional national system of qualifications through reforming the VET, the higher education and the adult education.

5.7.2. Challenges

171. For the general issues of education system, the following are considered as the main challenges to be addressed in the framework of this Strategy:

1. The existing laws regulating different levels and aspects of education system as well as activities of various institutions, have never been reviewed in a systemic manner and harmonised since their adoption. This resulted in discrepancies and sometimes even contradictions between the provisions of different laws which are interconnected or regulate the same issues. This very fact of overlapped regulation is as a challenge *per se*. At the same time, unlike other levels of education, there is no independent law on pre-school education and the questions in this field are regulated by the Law on Protection of Children. In addition, the need for developing a new Law on Higher Education has already been recognised.

2. The current "systems" of collection and processing statistical administrative data on education are not consistent and interconnected. None of them is comprehensive and fully disposes of accurate and up-to-date data simultaneously[27]. In addition, data are not always internally consistent, e.g. in the case of primary and secondary education the data collected by the State Statistical Office are

---

[27] For example, the statistical information provided by the SSO has to be considered always accurate but, as a rule, it is processed and published with a considerable delay – sometimes more than a year.

at school level, while those that refer to higher education are at the level of students and teaching staff. Another issue is that the SSO still collects statistical data from the institution mostly in a paper form and has to process many hundreds of questionnaires. Besides, education institutions are forced to collect data for their own purposes since the base data provided by the EMIS are not considered accurate enough. All this results in absence of quick and easy access to statistical data and information necessary particularly for evidence based policy development. At the same time, not only the systems suffer from internal deficiencies but also the capacities of human resources (both at the school and the governance level) to work e.g. with EMIS are insufficient.

3. Even though all primary and secondary schools are provided with personal computers available for all their pupils, the ICT use in education process is not effective enough. Particularly, standards of the ICT use in education process are missing, all teachers are not well trained. The available software is not serving the current needs, and ICT is not necessary for learning many of the contents, but on the contrary, the computers are obstructing, occupying the space and hindering communication between teacher and pupil. Moreover, pre-schools institutions and VET schools are poorly equipped with computers and other ICT means. The country is still missing a unified electronic platform of teaching and learning, as well as for providing other resources which would support efficient provision of didactic materials to teachers and pupils, ensure an opportunity of sharing teachers' experience and disseminating pedagogical innovations, and contribute to the teachers' effective professional self-development. In order to ensure preparation of a new generation of qualified ICT specialists (with both mid- and higher qualification level) able to develop, promote, participate and utilise information society, interest to the ICT among young people should be increased and opportunities for acquiring basic competences are to be ensured at an earlier stage. Therefore, establishment of an ICT gymnasium (high school) and/or ICT classrooms specialised in computer science and mathematics, and introduction of modern ICT qualifications at the VET level are considered among challenges of this sector.

4. In the country, a number of different consultative bodies with involvement of social partners are established (or to be established), however, the social partnership in the field of education cannot be considered as mature or even satisfactory. In practice, the social partners are not appropriately involved in the process of taking education policy decisions mainly due to the following reasons: the social dialogue for the entire education sector is not properly institutionalised; and the social dialogue experience and capacities of both the GoRM representatives and the social partners are not sufficient yet. Establishment of a permanent structure for the education policy dialogue at the national level – Board for Education Policy Development (BEPD – with a legislatively defined responsibilities and clear functioning procedures), as well as development of the key actors' capacities is seen as the main challenge in this area.

5. Although the Law on NQF defines concepts and terminology related to the Macedonian Qualifications Framework, the existing national qualifications system is not sufficiently harmonised with them. At the same time a number of legislative acts should be revised and aligned with the Law on NQF. The systems for inclusion of qualifications in the MQF and the register are underdeveloped; moreover, the qualifications are not sufficiently harmonised with the requirements of labour market and the society and with the personal development needs of the individuals. Besides, the occupational standards, qualifications standards and curricula still have to be revised and restructured in a learning outcomes based manner. Development of standards for qualifications at higher education level has not started yet. The system of validation of non-formal and informal learning is in its embryonic phase, and establishment of a system for MQF management and inclusion of stakeholders is yet another open issue. A comprehensive approach to addressing the challenges was adopted with the development of the Roadmap for Further Development and Implementation of the MQF.

5.7.3. Priorities and Expected outcomes

172. Taking into consideration the identified challenges, this Strategy defines the under-mentioned general issues of the education system as priorities to be addressed by means of ensuring the corresponding outcomes, described in more detail (including measures, activities and indicators) in the appropriate Pillar in the Action Plan:

Priority I. Improve and Harmonise Legislative Base of Education

1.1. Education legislation is consistent, harmonised in terms of key terms and supports implementation of reforms and development, and ensures system movement towards progress of environment by means of integration and support for learning by all stakeholders;

1.2. Legal base for regulation of pre-school education is ensured;

1.3. Opportunities and options for introduction of compulsory preparatory year for children aged 5 to 6 years as the first step of gradual introduction of compulsory preschool education, are identified;

1.4. The level of Universities' administrative, financial and academic autonomy and accountability is increased;

1.5. Effectiveness of universities functioning is improved;

1.6. Meaningful participation of students is ensured in decision making bodies at higher education institutions;

1.7. The LLL concept is widely grasped and promoted throughout the education planning process in all sectors;

1.8. The general community appreciates the validity of continuing self-directed learning and certifying of skills acquired throughout their lives.

Priority II. Improve Statistical Data Collection System and Education Management Information System (EMIS)

2.1. EMIS covers all levels of education and is an effective tool for evidence based policy making in the field of education;

2.2. Efficiency of the statistical data collection, processing and publishing by SSO is increased;

2.3. Corresponding staffs at all levels of the education system are able to fully use statistical information for effective management and governance of education and for the evidence based policy design.

Priority III. Ensure Digital Literacy and Wide Use of ICT in Education and Training

3.1. Effectiveness of education process is increased through use of IC technologies;

3.2. Teachers and learners are acquiring necessary digital skills;

3.3. Conditions and environment for teachers' professional self-development and for share of experience are ensured;

3.4. Efficiency of provision of didactic materials to teachers and learning materials to learners and availability of pedagogical innovations are improved;

3.5. Interest to the ICT among young generation is increased;

3.6.   Pre-conditions for preparation of future highly qualified ICT specialists is in place;

3.7.   New generation of ICT technicians (mid-level qualification specialists) is available to develop, promote, participate and utilise Information society.

Priority IV. Strengthen Social Partnership and Improve Policy Dialogue in Education

4.1.   Social partnership in the education sector is institutionalised;

4.2.   Social partners are able to effectively deliver education policy dialogue.

Priority V. Operationalise the MQF

5.1.   Preconditions for harmonised implementation of the MQF are in place;

5.2.   Public awareness on MQF and all its components is raised and visibility of MQF for stakeholders and wider public is ensured;

5.3.   Institutional capacities for effective governing of MQF and for stakeholders' involvement are enhanced;

5.4.   A comprehensive system of qualifications awarded in Macedonia according to the MQF and the Qualifications Registry is established;

5.5.   Credibility of the qualifications awarded in Macedonia is protected.

Priority VI. Improve capacities of national institutions and provide monitoring and evaluation of the Strategy

6.1.   Needs for training of national institutions for drafting, implementation, monitoring and evaluation of education policies and for governance of the education system have been systematised;

6.2.   A feedback about the Strategy implementation process is ensured;

6.3.   Preconditions for ensuring Strategy implementation efficiency and effectiveness are in place;

6.4.   A feedback on whether the Strategy outcomes are achieved and information for the further policy decisions, are ensured.

6

STRATEGY IMPLEMENTATION, MONITORING AND EVALUATION

173. The Strategy will be implemented in accordance with the Action Plan by deploying a large variety of mechanisms and tools, with involvement of different public and non-governmental structures, institutions and experts, as well as private companies. However, the MoES is the leading body responsible for organisation, coordination and consolidation of the activities, outputs and for ensuring the outcomes. The MoLSP is the main partner sharing the responsibility for the sectors under its jurisdiction. Other Ministries are engaged according with their authorities and competencies.

174. Two main ways of producing the Strategy outputs are foreseen: by the professional employees of the national institutions and bodies, i.e. the ministries and their subordinated structures, and through procurement of works, services and supply from private or independent providers. Development of the conceptual and technical documents, such as standards, programmes, concepts or mechanisms will be assigned to working groups consisting of experts from various fields (such as the civil sector, development partners, universities), practitioners and/or representatives of national institutions and bodies (who are directly responsible for the very activity) for better coordination and for the works' quality assurance.

7
ACTION
PLAN

Note: Support within IPA II 2014-2020 (Employment, Education and Social Policy Sector) is in the stage of negotiations. Identified areas are proposals to be further discussed and harmonised in the future.

7.1. PRE-SCHOOL EDUCATION

Priority I. Improve Content, Learning Environment and Quality of Pre-school Education Provision

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period2	Responsible
1.1	Revise Standards for Early Learning and Development (ELD) for 0-6 years old children	• Content of pre-school education is improved	• Approved Standards of Early Learning and Development for 0-6 years old children	2020	*MoLSP, MoES, BDE*
1.2.	Revise programme of ELD	• Pre-schools education is targeted to achieving the learning outcomes defined by the ELD National Standard	• Approved Programme for ELD for Pre-schools Education meeting the requirements of the ELD Standards; • Manuals on programme implementation prepared; • The programme for early learning and development piloted and gradually introduced in at least 10 kindergartens	2025	*MoLSP, MoES, BDE*
1.3	Optimise the number of children per group	• Preconditions for better focus on every child in pre-school institutions is in place	• New groups have been opened in the kindergartens that have a higher number of children than the number proscribed as a norm; • The necessary job positions have been opened and filled in with new employees – educators and caregivers. • Number of children per group not exceeding the norms established by the law	2020 2015	MoLSP, Municipalities
1.4	Provide kindergartens with necessary physical conditions (space, playrooms, playgrounds, furniture, sports equipment, etc.) for children	• Education and upbringing process is supported with proper physical conditions for achieving established learning outcomes	• Carried out full mapping and inventory of the needs of pre-school institutions; • 30% of public kindergartens fully equipped according to the ELD Standards and norms	2020 2025	MoLSP, BDE, Municipalities

---

28 Implementation of measures is divided into two periods – until 2020 (short-term) and until 2025 (long-term), depending on the final deadline of the implementation of activities under the given measure.

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period2	Responsible
1.5	Provide kindergartens with necessary didactic materials	Education and upbringing process is supported with didactic materials for achieving established learning outcomes	• Adopted norms on didactic materials; • All kindergartens provided with necessary didactic means and materials; • 30% of public kindergartens fully equipped according to the ELD Standards and norms	2020 2025	MoLSP, BDE, Municipalities
1.6	Ensure conditions for bilingual education of preschool children	Pre-school Education offers an opportunity for bilingual approach to work with children from different cultures	• At least 25 bilingual groups established in public kindergartens	2020	MoLSP, MoES, BDE

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	Validation and assessment of the practical application of ELD Standards for 0-6 years old children	• WG on validation and assessment of the practical application of ELD Standards for 0-6 years old children; • WG established to revise the Standard; • Financial means allocated; • International experience studied; • The Standards revised and discussed with the key stakeholders	• Report from the WG; • Records on discussion events; • MoES[29] and MoLSP decisions	2020	MoLSP, MoES, BDE, municipalities
1.1.2	Revise the Standards for Early Learning and Development	• WG established to revise the Standard; • Financial means allocated; • International experience studied; • The Standards revised and discussed with the key stakeholders; • Officially approved draft Standards for Early Learning and Development and draft instructions on their introducttion	• Report from the WG; • Draft legal act on approval of the Standard; • Records on discussion events; • MoES and MoLSP decisions;	2025	MoLSP, MoES, BDE
1.1.3	Pilot the revised Standards in 10 kindergartens, their improvement and introduction in the kindergartens	• Results from the piloting are processed; • Final version of the Early learning and development standards; • Officially approved Early learning and development standards with Guidelines on the implementation methods published in all languages and provided to all kindergartens	• Records on piloting; • MoES and MoLSP decisions;	2024	MoLSP, MoES, BDE

29   All referring to MoES decisions in the Action Plan implies that authorised bodies within this Ministry shall proceed according to their powers and shall take proper decisions.

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.2.1	Revision of the Programme for Early Learning and Development, in accordance with the Standards, and prepare accompanying Handbooks on ELD programme implementation in all languages	• WG established to revise the programme; • Financial means allocated • International experience studied; • Programme for early learning and development drafted and discussed with the key stakeholders; • Handbooks on ELD programme implementation prepared; • Approved ELD Programme and Handbook	• Report from the WG; • Records on discussion events; • MoES and MoLSP decisions	2025	MoLSP, MoES, BDE
1.2.2	Pilot the revised Early Learning and Development Programme in 10 kindergartens, improve and introduce in all kindergartens	• Results of piloting of the Programme for early learning and development processed; • Officially approved final version of the Early Learning and Development Programme • The Programme is prepared in all languages, printed and provided to all kindergartens	• Report on piloting with recommendations on programme improvement; • MoES and MoLSP decisions	2025	MoLSP, MoES, BDE
1.2.3	Train the kindergartens' educators to implement the revised Early learning and development programme	• Service provider(-s) selected; • Training programme (including all necessary modules and training materials) prepared and provided to all kindergartens); • All kindergartens' educators trained	• Records on implemented trainings; • MoES and MoLSP decisions	2025	MoLSP, MoES, BDE
1.3.1	Opening of new groups in the kindergartens that have a higher number of children than the number prescribed as a norm	• The number of children per group in all kindergartens does not exceed the norms imposed in legislation; • Competitions organised in all kindergartens that need new employments and completed	• Employment competition documents, results of completed job interviews; • Staff record books of kindergartens (Directors' decisions); • Kindergartens budget planning documents of MoLSP	2020 2025	MoLSP, Municipalities
1.4.1	Organise pre-school institutions' mapping and inventory and select kindergartens where physical conditions should be improved	• Tender for procurement of mapping and inventory service organised; • Results from the mapping with determined needs of preschool institutions processed; • Defined criteria for selection of the pre-school institutions; • Pre-school institutions selected according to the mapping results and the selection criteria; • Necessary funds allocated	• Contract with a service provider (-s); • Mapping Report endorsed by MoLSP; • MoLSP Decisions	2018	MoLSP

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.4.2	Organise construction works to improve physical conditions of 30% of public kindergartens	• Tenders procedure implemented; • Buildings of at least 30% of public kindergartens fully improved according to the Standards and Norms for activities performed at institutions for children	• Contract with a service provider (-s); • Acts of Acceptance of the construction works; • MoLSP Decisions	2020	MoLSP, Municipalities
1.5.1	Develop norms on didactic materials	• Approved norms on didactic materials	• MoLSP/MoES joint Decisions	2018	MoLSP, MoES, BDE
1.5.2	Development (revision) of didactic materials in all instruction languages	• Officially established WGs to develop didactic materials; • Financial means allocated • Didactic materials and methodology drafted and discussed with the key stakeholders; • Officially approved didactic resources and methodology on their use	• Report from the WG; • Records on discussion events; • MoLSP/MoES joint Decisions	2020	MoLSP, MoES
1.5.3	Printing of didactic materials	• Tenders procedure implemented • Necessary number of copies as per didactic material published and provided to kindergartens	• Contract with service provider (-s); • Financial documents; • Acceptance acts on provision of the didactic resources; • MoES and MoLSP Decisions	2020	MoLSP, MoES
1.5.4	Procurement of equipment and didactic resources	• Tenders procedure implemented; • All pre-school institutions provided with equipment and didactic resources according to Standards and Norms for activities performed at institutions for children	• Contract with a provider(s); • Financial documents; • Acts of Acceptance of the equipment and didactic resources • MoLSP Decisions	2020	MoLSP, Municipalities, Kindergartens
1.5.5	Training of kindergarten educators to apply didactic materials	• Service provider (-s) selected; • Training programme (including all necessary modules and training materials) is completed and provided to all kindergarten; • All kindergarten educators have been trained	• Records from trainings completed; • MoES and MoLSP decisions	2021	MoLSP, MoES, BDE

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Increase Enrolment of Children and Improve Inclusiveness of Pre-school Education					
2.1	Expand the network of pre-school institutions	Basic conditions for increasing children's enrolment in pre-school education through ensuring equal access are in place	• 40 new institutions in both urban and rural areas in 40 towns/villages; • Around 3,000 children involved	2025	MoLSP, Municipalities
2.2	Adapt pre-school institutions for inclusive education	Physical conditions and staffs necessary for enrolment of children with early childhood developmental difficulties are in place	• Established criteria for selection of at least 20 inclusive kindergartens; • Buildings of selected kindergartens fully adapted to children with early childhood developmental difficulties; • Professional teams composed of pedagodist, psychologist, special educators, logopedist and social worker formed in the selected kindergartens	2025	MoLSP, Municipalities, Kindergartens
2.3	Revise existing and develop new didactic materials for children with early childhood developmental difficulties	Content and methods according to which activities with children are carried out in of pre-school education are adapted to include children with early childhood developmental difficulties	• Didactic materials for at least 3 different types of developmental difficulties in all teaching languages represented in the kindergartens	2020 2025	MoLSP, MoES
2.4	Raise awareness of the pre-school institutions' staff and parents about the necessity to accept children with early childhood developmental difficulties	Supportive moral environment and positive public opinion for inclusive education is ensured	• Concept on awareness raising campaigns developed and agreed with the key stakeholders; • At least 8 regional and 2 national awareness raising campaigns (events) per year provided with pre-school institutions' staff and parents	2020	MoLSP, MoES
2.5	Strengthening competencies of staff for inclusive education and enabling access to high-quality ELD for children with early childhood developmental difficulties	Administrative base for ensuring inclusive education is in place	• Established procedure of taking decisions on inclusion of children with early childhood developmental difficulties in mainstream kindergartens/groups	2020	MoLSP MoES MoH

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	Construct, reconstruct and adapt facilities for new preschool institutions	• Tenders for procurement of design services and construction works to construct, reconstruct or adapt facilities organised; • Design for construction works with budget estimate; • 40 new pre-school institutions in newly built, reconstructed or adapted facilities	• Contract with work providers; • Acts of Acceptance of the design services and construction works • MoLSP Decisions	2025	MoLSP, Municipalities
2.1.2	Provide the new preschool institutions with necessary equipment	• Tenders for procurement of equipment organised; • 40 preschool institutions provided with equipment according to the standards	• Contract with a provider(s) • Financial documents; • Acts of Acceptance of the equipment; • MoLSP Decisions;	2025	MoLSP, Municipalities
2.2.1	Organise adaptation of 20 pre-school institutions' buildings for inclusion of children with physical disabilities	• Approved criteria for selection of at least 20 kindergartens to be adapted for inclusion of children with physical disabilities; • Tender procedure implemented; • Design for construction works to adapt 20 pre-school institutions' buildings for inclusion of children with physical disabilities, with budget estimate; • Buildings of at least 20 pre-school institutions adapted for inclusion of children with physical disabilities according to (inter)national standards	• Contract with service provider (-s); • Financial documents; • Acts of Acceptance of the design services and construction works; • MoLSP Decisions	2025	MoLSP Municipalities, Kindergartens
2.2.2	Fully staff professional services of all kindergartens as necessary	• Competitions organised for new employments in all kindergartens and for specialists of support services, as necessary	• Competition documents (announcements, questionnaires, results of interviews, etc.); • Staff record books of kindergartens (Directors' Decisions)	2020	MoLSP, Municipalities, Kindergartens
2.3.1	Revise of existing and developing new didactic materials for children with developmental difficulties	• Established WG to revise the didactic materials; • Financial means allocated; • Didactic resources and methodology drafted and discussed with the key stakeholders; • Officially approved didactic resources and methodology on their use; • Didactic materials translated into all teaching languages represented in the kindergartens	• Report from the WG; • Records on discussion events; • MoES and MoLSP Decisions	2019	MoLSP, MoES

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
2.3.2	Printing didactic resources	• Tenders procedure implemented; • Necessary number of copies as per didactic material published and provided to kindergartens	• Contract with service provider (-s)); • Financial documents; • Acceptance acts on provision of the didactic resources; • MoLSP Decisions	2021	MoLSP
2.4.1	Develop the concept on awareness raising campaigns with an Action Plan	• Established WG to develop the concept; • Financial means allocated; • Concept and Action Plan drafted and discussed with the key stakeholders; • Officially approved Concept on awareness raising campaigns and Action Plan	• Report from the WG; • Records on discussion events; • MoES and MoLSP Decisions	2019	MoLSP, MoES
2.4.2	Implement awareness raising campaigns	• At least 8 regional and 2 national awareness raising campaigns (events) per year implemented with pre-school institutions' staff and parents; • Media campaigns with prepared video materials	• Contract with a service provider (-s); • Awareness raising campaigns implementation evidences, (e.g. records, printed, photo, video and other materials, reports, interviews, etc.); • Acts of Acceptance of the service provision; • MoLSP Decisions	2019	MoLSP, MoES
2.5.1	Develop a mechanism for inclusion of children with developmental difficulties in mainstream pre-school education	• Established WG to develop the mechanism; • Financial means allocated; • International experience studied; • The mechanism drafted and discussed with the key stakeholders; • Officially approved mechanism for inclusion of children with developmental difficulties in mainstream secondary education and procedures of its introduction	• Report from the WG; • Records on discussion events; • MoES, MoLSP and MoH Decisions	2020	MoLSP, MoES, MoH
Priority III. Improve Capacities of Human Resources in the Pre-school Institutions					
3.1	Develop and introduce Professional standards and Job profiles for educators, caregivers, professional workers, professional co-workers and managers of pre-school institutions	• Requirements towards pre-school institutions staffs' professional competences and job tasks are clearly defined	• Officially approved Professional standards and Job profiles	2020	MoLSP, MoES, BDE, NEC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
3.2	Improve the competences of candidates for educators and caregivers	• Novice educators and caregivers are capable to fully perform their tasks according to their job profile and the ELD Standards	• Reaccredited study programmes for educators • Accredited trainings for caregivers	2025	*MoLSP, MoES, universities*
3.3	Introduce and operationalise a system professional development and career advancement of the pre-school institutions' educators and other staff	• Professional competences of pre-school institutions' Educators and other staff are continuously improved; • Educators are motivated to demonstrate better performance	• Introduced and operational system of professional development and career advancement; • Adopted programme for professional development of caregivers, educators, professional workers, professional co-workers and management staff; • Accredited providers of professional development courses for the staff of pre-school institutions; • 50% of educators and caregivers involved in professional development programmes	2025	*MoLSP, MoES, BDE, universities*
3.4	Revise the system of licensing of educators, caregivers, professional workers, professional co-workers and management staff of pre-school institutions	• All employees of pre-school institutions satisfy the minimum requirements of professional competences	• A new licensing system containing revised prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension conditions; • 50% of pre-school institutions employees passed through the new licensing procedures	2025	*MoLSP, MoES, NEC*

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.1.1	*Develop Professional Standards and Job profiles for educators, caregivers, professional workers, professional co-workers and managers of pre-school institutions*	• *Established WGs to develop Professional Standards and Job profiles;* • *Financial means allocated;* • *International experience studied;* • *Professional Standards and Job Profiles drafted and discussed with the key stakeholders;* • *Officially approved Professional Standards and Job Profiles and instructions on their introduction*	• *Report from the WG;* • *Records on discussion events;* • *MoLSP and MoES Decisions;*	*2020*	*MoLSP, MoLSG, MoES, BDE*

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.2.1	Revise of educators' pre-service study programmes according to the defined professional competencies	• Request for reaccreditation of study programmes (pre-service training) of educators approved; • Established WG of independent expert for evaluation of the compatibility of the study programmes with the required educators' competence • Financial means allocated • International experience studied; • The offered study programmes evaluated by the WG; • Revised study programmes accredited	• Report from the WG; • Records on discussion events; • Legal act for accreditation of the study programmes • Decisions of the Higher education institutions;	2022	MoES, MoLSP, BAEHE, Institutions for Higher Education of educators
3.2.2	Development of caregivers' training programmes	• Established WGs to develop the training programme; • Financial means allocated; • International experience is studied; • Programmes for training of caregivers drafted and discussed with the key stakeholders; • Accredited programmes for training of caregivers	• Report from the WG; • Records on discussion events; • MoLSP Decisions	2022	MoLSP
3.3.1	Develop a mechanism for accreditation of training providers	• Established WG to develop the mechanism; • Financial means allocated; • International experience studied; • Mechanism drafted and discussed with the key stakeholders; • Officially approved mechanism of accreditation of training providers and instructions on its introduction	• Report from the WG; • Records on discussion events; • MoLSP Decisions	2022	MoLSP
3.3.2	Provide accreditation of training providers	• At least 5 accredited training providers	• MoLSP Decisions	2022	MoLSP
3.3.3	Train of pre-school institutions staff	• Tender procedure implemented; • 50% of educators and caregivers involved in professional development programmes	• Contract with a service provider (-s); • Training Programme; • Acts of Acceptance of provided training services; • MoLSP Decisions;	2022	MoLSP

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.4.1	Revise licensing system	• Established WG to revise the licensing system • Financial means allocated; • International experience studied; • licensing system revised (contains at least prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension condition) and discussed with the key stakeholders; • Officially approved licensing system	• Report from the WG; • Records on discussion events; • MoLSP Decisions	2022	MoLSP
3.4.2	Implement the system of licensing of educators, care-givers, professional workers, professional co-workers and management staff of pre-school institutions	• 50% of pre-school institutions employees passed through the new licensing procedures	• Official records on the licensing procedures implementation	2020	MoLSP

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority IV. Improve Legislation, Organisation and Management of Pre-school Education and Strengthen Cooperation					
4.1	Improve the roles and powers of ministries with responsibilities in governing pre-school institutions Improve the system of pedagogical records kept in institutions for children	• Analysis completed for the purpose of improving the roles and powers of ministries with responsibilities in governing pre-school institutions in the best interest of children • Supervision of educational activities is based on adequate reflection of the educators' performance and the children's achievements	• Revised log of works with children's groups and revised indicators of child portfolio	2020	MoLSP, MoES

№				Deadline	Responsible
4.2	Establish a mechanism for actual involvement of family and community in the planning and implementation of educational work and management of pre-school institutions	The learning needs of pre-school children and interests of the community are better considered	• Carried out analysis of the functionality of parents' involvement in pre-school institutions education management process; • Operational mechanism of parents' and community representatives' involvement in the education management processes in pre-school education institutions; • Approved Guidelines for the above mechanism implementation	2020	MoLSP, MoES
4.3	Strengthening the cooperation and building partnership with parents through the pre-school education system	General pedagogic culture of parents is improved and contributes to education based on family- upbringing of children	• Programme of improving pedagogical culture of parents; • Programme piloted in 10 kindergartens	2020	MoLSP, MoES, BDE

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.1.1	Revision of the system of pedagogical records kept system in institutions for children	• Established WG to revise the system of pedagogical records and documentation; • Financial means allocated; • New system drafted and discussed with the key stakeholders; • Officially approved system of pedagogical records kept in institutions for children (log of works with children's groups and revised indicators of child portfolio) and instructions for its introduction	• Report from the WG; • Records on discussion events • Financial documents • Draft revised system of pedagogical records and documentation kept in institutions for children; • Draft legal act on approval of the system; • MoLSP and MoES Decisions	2018	MoLSP, MoES, BDE
4.2.1	Analysis of the functionality of parents' involvement in pre-school institutions education management processes	• Tender procedure implemented; • Analysis results processed, including recommendations on improvement of mechanism for parents' involvement in pre-school institutions education management process	• Contract with a service provider (-s); • Financial documents; • Analysis Report endorsed by MoES and MoLSP; • MoLSP and MoES Decisions	2019	MoLSP, MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.2.2	Develop a mechanism and Guidelines for actual involvement of family and community in the planning and implementation of educational work and management of pre-school institutions	• Established WG to develop mechanism and the Guidelines; • Financial means allocated; • International experience studied; • The mechanism and Guidelines drafted and discussed with the key stakeholders; • Officially approved mechanism for involvement of family and community in the planning and implementation of educational work and management of pre-school institution and Guidelines for the above mechanism implementation	• Report from the WG; • Records on discussion events; • Draft Mechanism and Guidelines; • MoLSP Decisions	2019	MoLSP
4.3.1	Develop a National programme of improving pedagogical culture of parents through the pre-school education system	• Officially established WGs to develop the National programme; • Financial means allocated; • National Programmes and Action Plan drafted and discussed with the key stakeholders; • Officially approved National Programme and Action Plan for its piloting	• Report from the WG; • Records on discussion events; • MoLSP and MoES joint Decisions	2020	MoLSP, MoES, BDE, PS
4.3.2	Pilot the Programme of improving pedagogical culture of parents in 10 kindergartens	• Criteria for selection of the kindergartens for piloting the Programme have been set; • List of 10 kindergartens; • Results of the programme piloting with recommendations on its improvement processed	• Report on the Programme piloting endorsed by the MoLSP and MoES	2020	MoLSP, MoES, BDE, PS

7.2. PRIMARY EDUCATION

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority 1. Improve the Content of Primary Education					
1.1	Develop and introduce a National Standard[30] for all cycles Primary Education with clearly defined learning outcomes and with special focus on inclusiveness, respect for diversity (in terms of gender, ethnicity, religion, language, social status, intellectual and physical abilities), child rights, and democratic culture	• Learning outcomes for each cycle of primary education are clearly defined and relevant to the reality and the needs of pupils according to their age characteristics; • Primary Education contributes to developing the pupils' abilities to learn, to solve problems, to respect for diversity and multiculturalism, and acquire democratic values and skills	• Approved National Standard for all cycles Primary Education in line with the children's learning needs and the Macedonia's society development priorities	2020	MoES, BDE
1.2	Revise the curricula for all grades and the subject programmes in accordance with the National Standard and introduce it gradually in all grades	• Curricula for all grades and all subject programmes are targeted to achieving the learning outcomes defined by the National Standard	• Revised and approved Curricula and programmes for Primary Education meeting the requirements of the National Standard; • Revised and approved Curricula and programmes for Primary Education leading to decreasing the number of subjects	2020	MoES, BDE
1.3	Strengthen the status and improve the content of elective subjects and extra-curricular activities based on the pupils' free choice.	• Pupils acquire wider scope of knowledge and competences according to their interests and relevant to the local environment	• Operative mechanism through which the pupils select the elective subjects; • Revised and approved programmes of elective subjects; • Revised and approved programmes for extra-curricular activities; • Regular application of Education on Life Skills	2020 2025	MoES, BDE

---

30   National standards, regardless of the development level they refer to, shall include generic competencies for critical thinking and capability for problem solving and application of knowledge in practical situations, as well as all key competencies (knowledge, skills and attitudes) to be acquired within the given education cycle. At EU level there are 8 key competencies defined considered as necessary for personal fulfilment and development, active citizenship, social inclusion and employability. They are communicating in a mother tongue, communicating in a foreign language, mathematical competency and basic scientific and technological competencies, digital competency, learning to learn, social and civic competencies, sense of initiative and entrepreneurship, cultural awareness and expression.

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
1.4	Revise the textbooks to reflect gender equality, respect for diversity, multicultural and democratic values	• Primary education pupils are provided with quality textbooks as a source of applicable knowledge promoting respect for diversity and democratic values	• Textbooks for all subjects revised	2020	PS

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	Develop the National Standard on all cycles of Primary education	• WG established to develop the Standard; • Financial means allocated; • International experience studied; • National Standard drafted and discussed with the key stakeholders; • Draft legal act on approval of the National Standard; • Officially approved National Standard and instructions on its introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
1.2.1	Revise Primary education curricula	• WG established to revise the curricula • Financial means allocated; • Curricula drafted in accordance with the National Standard and discussed with the key stakeholders; • Draft legal act on approval of the Framework Curricula; • The curricula for all grades in primary education and the instructions for its introduction are officially approved	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
1.2.2	Revise Primary education subject programmes	• WGs established to revise the subject programmes; • Financial means allocated; • Programmes drafted in accordance with the National Standard and discussed with the key stakeholders; • Draft legal act on approval of the Subject Programmes • Officially approved Subject Programmes for all grades of Primary education and instructions on their introduction	• Reports from the WGs; • Records on discussion events; • MoES Decisions	2020	MoES, BDE

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.3.1	Develop a mechanism of selection of the elective subjects by pupils	• WG established • Mechanism drafted and discussed with the key stakeholders; • Draft legal act on approval of the Mechanism; • Officially approved mechanism of selection of the elective subjects by pupils and instructions on its introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2019	MoES, BDE, Schools
1.3.2	Revise programmes of elective subjects	• WGs established to revise the programmes of elective subjects; • Financial means allocated; • Programmes of elective subjects drafted in accordance with the National Standard and discussed with the key stakeholders; • Draft legal act on approval of the programmes; • Officially approved Programmes of elective subjects and instructions on its introduction	• Reports from the WGs; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
1.3.3	Revise programme for extra-curricular activities	• WG established to revise the programme; • Financial means allocated; • Programme drafted and discussed with the key stakeholders; • Draft legal act on approval of the programme; • Officially approved programme for extra-curricular activities and instructions on its introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
1.3.4	Provide regular application of ELS at schools	• Analysed situation with the application of Education on Life Skills at schools • Provided mechanisms for monitoring the application of ELS	• Report on the conducted monitoring of the current situation • Mechanisms designed to monitor implementation of ELS at schools	2025	BDE
1.4.1	Analyse textbooks to identify the deficiencies in the existing textbooks with regard to gender equality, multiculturalism, respect for diversity and democratic values	• WG established to analyse the textbooks; • Financial means allocated; • All textbooks for the relevant subjects analysed	• Report from the WG; • Records on discussion events; • Results and recommendations officially approved	2020	PS

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.4.2	Revise text-books	• WGs established; • Financial means allocated; • Analysis of deficiencies in the existing textbooks carried out; • Text-books drafted and discussed with the key stakeholders (including subject specialists); • Text-books passed official expertise; • Officially approved text-books ready for publication	• Reports from the WGs; • Records on discussion events; • Results of text-books' Expertise; • MoES Decisions	2020	MoES, PS
1.4.3	Printing the revised text-books	• Tenders for procuring the text-books publication organised; • Necessary number of copies as per text-book published and provided to the schools	• Contract with a service provider(-s); • Acceptance act on provision of the text-books • MoES Decisions	2020	MoES, PS

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Increase Enrolment of Pupils, Improve Inclusiveness and Interethnic Integration of Primary Education					
2.1	Adapt Primary schools' buildings for pupils with physical disabilities	• Physical conditions necessary for inclusion of pupils with physical disabilities are in place	• Buildings of at least 10 primary schools fully adapted for inclusion of pupils with physical disabilities[31]	2020	MoES

---

31 Selection of these 10 schools should not interfere with the principle of inclusiveness and non-discrimination in primary education

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
2.2	Improve conditions and schools' capacities for implementing inclusive education for children with special educational needs	• The schools are an inclusive environment for pupils with special educational needs and provide them full support	• Approved procedure for identifying children who are excluded from the education system; • Established system to enrol or bring back to school children who are excluded from education process; • Developed instruments (in all languages of instruction) to follow the progress of pupils with special educational needs; • Established system for supporting pupils with special educational needs, including defined competencies, the role and duties of all school staff to implement inclusive education practice; • All schools have coordination inclusion teams established for implementation of inclusive education practice; • Instructions for teachers are drafted to prepare pupils and parents in cases of inclusion of a child with different special educational needs in the classroom; • All teachers apply the instructions to prepare pupils and parents for optimal inclusion of a child with special educational needs in the classroom; • All pupils with special educational needs included in extracurricular activities; • 8 regional bodies established formed for functional assessment of the needs and capabilities of pupils; • Adopted and established national procedures and mechanisms for including children with disabilities in primary education; • At least 70% of teachers and service experts trained on early recognition and work with pupils with special needs by accredited providers	2018	MoLSP, MoES, SEI, Municipal-ities
2.3	Establish a system of allocated use of block subsidies funds for inclusiveness by the municipality and the schools	• Efficiency of funding of inclusion and learning process of the pupils with special educational needs is improved	• Provided analysis of the needs of additional funds for pupils with special educational needs which are transferred through block subsidies; • Officially approved provisions and methodology at national and municipal level on earmarked use of funds for pupils with special educational needs	2020	MoES, MoF, Municipal-ities

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
2.4	Introduce a mechanism for financial and other forms of support to schools for implementing interethnic integration activities	• Improved interaction between pupils from different languages of instruction	• Mechanism of financial support approved by a corresponding legal act; • Provided financial grants; • At least 30% of monolingual secondary schools involved in joint extra-curricular activities with schools with a different instruction language	2020	MoES
2.5	Establish a sustainable model for continuing (completing) primary education by children in correctional facilities	• Conditions for children in correctional facilities to continue (complete) primary education are provided	• Selected and approved Model; • Financial support for implementing education in correctional facilities provided; • 50% of the children from correctional facilities without primary education are included in primary education	2020	MoES, MoJ, correctional facilities
2.6	Introduce a sustainable model for identification of individuals obliged to complete their education, who are excluded from the primary education schools, and their monitoring until completion of mandatory education	• Individuals obliged to complete their education, who are excluded from the primary education schools have been identified and monitored until completion of mandatory education	• Selected and approved Model for identification of individuals obliged to complete their primary education, who are excluded from the education system; • Scholarships provided for individuals obliged to complete their primary education from socially deprived families for enrolment at primary school	2020	MoES, MoI, MoLSP, municipalities and schools

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	*Adapt primary schools' buildings to the needs of pupils with physical disabilities*	• *Approved criteria for selection of at least 10 primary schools to be adapted for inclusion of children with physical disabilities;* • *List of selected schools;* • *Tenders for procurement of design services and construction works to adapt 10 primary schools' buildings organised;* • *Design for construction works with budget estimate;* • *Buildings of at least 10 primary schools adapted for inclusion of children with physical disabilities according to (inter)national standards*	• *Contract with service provider (-s);* • *Financial documents;* • *Acts of Acceptance of the design services and construction works;* • *MoES and municipalities Decisions*	*2020*	*MoES; municipalities*

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.2.1	Develop acts regulating inclusion of children excluded from the education system	• WGs with members from relevant institutions established; • Financial means allocated; • Officially approved procedure for identifying children who are excluded from education; • Officially approved acts to enrol or bring back to school children who are excluded from education	• Reports from the WGs; • Records on discussion events; • Acts of Acceptance	2018	MoES, MoLSP, MoH, BDE
2.2.2	Establish mechanisms for providing support to pupils with special educational needs	• WGs to develop instruments and defining support established; • Financial means allocated; • Developed instruments (in all languages of instruction) to follow the progress of pupils with special educational needs; • Defined categories of pupils that require support and types of support to be offered at school level • All schools have inclusion teams established and functional; • All schools' Annual Plans include measures for inclusion of pupils with special educational needs in extracurricular activities; • 30% of pupils with special educational needs included in extracurricular activities	• Reports from the WGs; • Records on discussion events; • Acts of Acceptance; • School records on inclusion teams; • School Annual Plans; • School records on extracurricular activities	2020	MoES, MoLSP, MoH, BDE
2.2.3	Establish system for identification of pupils with special educational needs	• WG established to develop the system; • Financial means allocated; • Officially approved sublegal acts for regulating the procedures and mechanisms for including children with special educational needs in primary education; • Officially approved Rulebook for assessment of the needs and capabilities of pupils; • 8 regional bodies established formed for functional assessment of the needs and capabilities of pupils	• Report from the WG; • Records on discussion events; • Documents on establishing regional bodies, MoES Decisions	2018	MoES, MoLSP, MoH, BDE

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.2.4	Train teachers and service experts on early recognition and work with pupils with special educational needs	• Providers for training trainers selected; • 100 teachers and service experts trained to train teachers; • 70% of service experts in schools trained on early recognition and work with pupils with special educational needs; • At least 30% of teachers trained on early detection and work with pupils with special educational needs through accredited service providers	• Contract with a training provider (-s); • Training programmes; • Records on training process completed	2020	BDE
2.3.1	Provide analysis of the needs of schools/ municipalities for services and funds for pupils with special educational needs	• Tender for procurement of analysis service organised; • Analysis results with necessary calculations processed and presented	• Contract with a service provider (-s); • Analysis Report endorsed by MoES; • MoES decision	2019	MoES, MoLSP, Municipalities
2.3.2	Develop a Rulebook and methodology on earmarked use of funds intended for pupils with special educational needs	• WG established; • Rulebook and methodology drafted and discussed with the key stakeholders; • Officially approved rulebook and methodology on mechanism at national level on purposeful use of funds for pupils with special educational needs; • Officially approved mechanisms at all municipalities	• Report from the WG; • Records on discussion events; • Municipalities' legal acts • MoES Decisions	2019	MoES, Municipalities
2.4.1	Develop mechanisms for financial and other forms of support to one-language and multi-language schools for implementing interethnic integration activities	• WG established to develop the mechanisms; • Financial means allocated; • The mechanisms for one-language schools include partnership with a school with another language of instruction; • The mechanisms for multi-language schools refer to implementation of in-school activities • Draft legal act on approval of the Mechanisms; • Officially approved mechanism of financial support to one-language schools	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES Municipalities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.4.2	Implement the Mechanisms	• List of the schools that are funded for implementing the activities; • Financial means allocated; • Mechanisms are implemented in at least 30% of one-language schools and in 80% of the multi-language schools	• Report on piloting of the Mechanism with improvement recommendations; • Documents on funding the schools; • MoES Decisions;	2020	MoES Municipalities
2.5.1	Develop and pilot a model for education in correctional facilities	• WG to propose a model established; • A model including a funding scheme and calculations of necessary financial resources, drafted and discussed with the key stakeholders; • The agreed model piloted in correctional facilities and modified based on the piloting results; • Legal acts on implementation of the model submitted and accepted.	• Report from the WG; • Records on discussion events; • MoES and MoJ Decisions	2017	MoES, MoI, correctional facilities
2.5.2	Implement primary education in correctional facilities	• Introduced programmes for primary education; • Accredited institutions selected for providing education in correctional facilities; • 50% of the children from correctional facilities without primary education included in primary education	• Reports of education and training process and the learners' achievements • MoES and MoJ Decisions	2019	MoES, MoI, correctional facilities
2.6.1	Develop and pilot a model of identification of individuals obliged to complete their education	• WG for developing the model established; • Agreed model is piloted in primary schools and modified on grounds of piloting results; • Legal acts on model implementation submitted and accepted	• WGs reports; • Records on discussion events; • MoES, MoI, MoLSP and municipalities decisions; • Annual statistical data on the percentage of enrolment of individuals obliged to complete their education	2019	MoES, MoI, MoLSP Municipalities, schools
2.6.2	Implement model of identification of individuals obliged to complete their education	• Model for identification introduced; • Relevant institutions responsible for model implementation are working the steps within the model; • Children excluded from the education system are enrolled in primary education	• MoES, MoI, MoLSP and municipalities decisions; • Annual statistical data on the percentage of enrolment of individuals obliged to complete their education	2020	MoES, MoI, MoLSP Municipalities, schools

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority III. Improve the Learning Environment and Quality of Primary Education Provision					
3.1	Optimise the number of pupils when forming new classes for the first grade	• Improved learning environment allowing better focus on every pupil is in place	• Number of pupils per class does not exceed 30	2020	*MoES, Municipalities*
3.2	Develop all necessary didactic resources for all subjects and in all teaching languages, and provide the teaching staff with them for free	• Effectiveness of teaching process provision regardless the teaching language is improved	• All teachers (including those teaching elective subjects) provided with necessary teaching, learning and assessment materials in all teaching languages	2025	*PS, BDE*
3.3	Improve assessment for learning in mathematics and natural science	• Improved achievements of pupils in mathematics and natural science	• Trained teachers of Mathematics and Natural science from 30 schools • The approach for assessment for learning in mathematics and natural science piloted in 10 schools	2025	*BDE*
3.4	Increase the number of schools with modern conditions for realising the educational process, IB Programme introduced, as well as a secure school environment (for e.g. school kitchen, sports gym, sports playgrounds, toilets, etc.)	• The school is a safe learning environment both for the teachers and the pupils in all aspects (learning and auxiliary facilities, training equipment and materials, assistive technologies for pupils with disabilities, food standards)	• 30 schools reconstructed to ensure improved learning and auxiliary facilities; • IB programme introduced in 3 primary schools • 20 schools with improved terrains, gyms (with renewed sports equipment) and playgrounds are renovated • 15 schools equipped with assistive technologies and devices • 50 schools with equipped and functional cabinets and learning materials for all subjects	2020 2025	*MoES, Municipalities*
3.5	Establish system for professional orientation by expert services in all schools	• Pupils are able to make informed choices of education pathways after graduation of Primary education	• Developed catalogue of all vocations offered in VET schools and all varieties of grammar schools made available in all primary schools • Necessary means and tools of professional orientation services available for all primary schools (school psychologists provided with ability tests)	2020	*MoES, BDE, VETC*

№		Output indicator	Deadline	Responsible
3.6	Strengthen the work of pupils' bodies at school level	• Democratic participation of pupils in schools increased;	2020	MoES, BDE, City of Skopje
3.7	Modernise the System of quality assessment[32]	• Feedback from all assessments of pupils' achievement allows to take evidence-based policy decision	2020	NEC
3.8	Ensure participation of the country in the international TIMSS and PISA studies	• Empirical data are provided on mathematical literacy and science literacy of pupils in primary schools compared to international prospects; • Empirical data are provided for 15 year old pupils for 3 areas (reading and understanding, mathematical literacy and natural science literacy)	2020	MoES, NEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.1.1	*Prepare amendments to the legislation on the maximum number of pupils per class*	*• Amendments drafted; • Draft legal acts on amendments to the legislation*	*• MoES Decisions*	*2019*	*MoES*
3.2.1	*Develop didactic materials in all instruction languages*	*• WGs to develop didactic resources established; • Financial means allocated; • Didactic materials and methodology of their use drafted and discussed with the key stakeholders; • Draft legal act on approval of the didactic materials • Officially approved didactic materials and methodology on their use*	*• Report from the WGs; • Records on discussion events; • MoES Decisions*	*2022*	*MoES, BDE, PS*
3.2.2	*Publish and distribute didactic materials*	*• Tenders for procurement of publication service organised; • Necessary number of copies as per didactic material published and provided to primary schools*	*• Contract with a service provider (-s); • Financial documents; • Acceptance acts on provision of the didactic materials; • Teaching, learning and assessment materials available for every teacher; • MoES Decisions*	*2022*	*MoES, BDE, PS*

---

32   To be implemented in coordination with the Measure 4.3 under the Pillar of Secondary General Education

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.3.1	Train teachers of Mathematics and Natural science on assessment for learning	• Education modules drafted; • Trainers trained; • Training for teachers implemented	• Training modules; • Reports on training; • Trained teachers of Mathematics and Natural science from 30 schools	2022	BDE
3.3.2	Pilot the approach on assessment for learning in Mathematics and Natural science	• Assessment for learning applied in 10 schools; • Evaluation of the piloting effects completed	• Evaluation report	2022	BDE
3.4.1	Organise full mapping and inventory of primary schools' needs	• Tenders for procuring the mapping and inventory of needs service organised; • Mapping results with identified needs of primary schools processed; • Defined criteria for selection of the primary schools to be fully equipped; • Primary schools selected according to the mapping results and the selection criteria; • Catalogue of training equipment and furniture delivered to the selected primary schools;	• Contract with a service provider (-s); • Mapping Report endorsed by MoES; • Catalogue of training equipment and furniture delivered to primary schools; • MoES Decisions;	2022	MoES
3.4.2	Introducing IB programme in new schools	• Criteria for selection of schools defined; • 3 schools selected; • IB programme implemented in the selected schools	• MoES Decision • Municipalities Decision	2020	MoES, municipalities
3.4.3	Organise reconstruction of primary schools' buildings not meeting the norms of construction	• List of primary schools to be reconstructed; • Tenders for procuring design and reconstruction works organised; • Design for construction works with budget estimate; • Buildings of selected 40 schools reconstructed and meet the norms of construction	• Contract with work provider(-s); • Financial documents; • Acts of Acceptance of the design services and construction works • MoES Decisions;	2020	MoES, municipalities
3.4.4	Procure equipment	• Tenders for procurement of equipment organised; • Selection results processed • 15 primary schools provided with equipment and assistive technologies according to the National Standard	• Contract with a provider(-s); • Acts of acceptance of works, services and supply (including installation and staff training) • MoES Decisions	2020	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.5.1	Develop a concept for professional orientation of pupils	• WG established to develop the concept; • Financial means allocated; • Approved Concept including the required instruments for testing pupil's abilities and catalogue of all vocations offered in VET schools and all varieties of grammar schools	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE, VETC
3.5.2	Purchase and standardise psychological tests to be used for professional orientation	• Tender on procurement of psychological tests organised; • Financial means allocated; • Tests purchased; • Tests standardised to be used for pupils in Macedonia	• Contract with service provider (-s); • Records on purchasing the tests • Record on standardising the tests • MoES Decisions	2020	MoES
3.6.1	Introduce legal amendments to strengthen participation of pupils' bodies in the work of schools	• Draft legal amendments; • Legal amendments proposal	• Proposal of MoES; • Amending the legal framework	2018	MoES
3.7.1	Develop Concept on system of quality assessment	• WG established; • Financial means allocated; • Approved concept with directions how to analyse the results of all administered tests (national and international)	• Reports from the WG; • Records on discussion events; • MoES Decisions	2019	MoES, NEC
3.7.2	Introduce system of quality assessment	• Comparative analysis of the international tests results; • WG to prepare recommendations for improvement established; • Financial means allocated; • Recommendations for improvements of the educational system	• Report on the international tests results; • Integral report with recommendations	2020	MoES, NEC
3.8.1	Organise and implement the TIMSS study	• Officially signed agreement for participation in the TIMSS; • Pilot testing carried out; • The main testing carried out	• Report from the conducted pilot testing; • Report from the conducted main testing; • MoES decisions	2020	MoES, NEC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority IV. Improve Capacities of Human Resources in the Primary Schools					
4.1	Develop and implement a policy for enrolment of higher secondary school achievers in teacher training faculties	• Quality of future teachers is improved	• Approved policy document for selection of pupils for teacher training faculties; • Scholarship awarded and other benefits used	2020	MoES, Faculties of Pedagogy
4.2	Improve the teachers' and services experts' pre-service training study programmes in accordance with professional standards	• Novice teachers have acquired the competences that are required by the professional and national standards	• Improved study programmes are approved by the Board of Accreditation and Evaluation of Higher Education	2020	MoES, Teacher training Faculties
4.3	Strengthen the system of support to, monitoring and mentorship of, novice teachers and novice service experts	• Novice teachers and novice service experts receive support necessary for their daily work	• Established mechanisms for a due mentorship of novice teachers and novice service experts including improved pedagogical records and documentation; • 100 mentors selected according to the standards for professional and career development and trained; • Annually at least 90% of novice-teachers acquire title of teacher	2020	MoES, Schools
4.4	Apply the system for career advancement in the occupation (teacher/expert co-worker-mentor and teacher/expert co-worker-counsellor)	• Teachers are motivated to demonstrate better job performance; • Professional competences of the teachers are continuously improved	• Legislatively introduced and operational system of teachers' and other staffs' professional development and career advancement; • 50% of teachers involved in processes for professional and carrier development • Programmes accredited by the BDE; • 0.5 % of teachers promoted to mentors and counsellors	2020	MoES, BDE, Schools
4.5	Strengthen the expert services in schools with all necessary profiles and reviewing their work duties according to professional competencies	Pupils and teachers receive continuous support from expert services	• Approved norms on the number and type of expert services in the primary schools; • 70% of schools completely staffed with the service experts according with the norms	2020	MoES, BDE

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.1.1	Revise selection criteria for faculties of pedagogy	• WG to develop criteria and mechanism for their implementation established; • Financial means allocated; • Approved policy document for selection of pupils for pedagogical faculties	• Report from the WG; • Records on discussion events • Policy paper	2019	MoES, faculties of pedagogy
4.1.2	Provide scholarships for higher secondary school achievers to study at faculties of pedagogy	• Public announcement for the scholarship opportunities • Scholarship awarded and other benefits used	• Record of public announcement; • Record on candidates' secondary-school achievement; • Financial documents; • Contracts with scholarship recipients	2019	MoES
4.2.1	Revise Teachers' (Pre-service) study programmes	• Established WG of independent expert for evaluation of the compatibility of the study programmes with the teacher competences' requirements; • Financial means allocated; • International experience studied; • Revised study programmes evaluated by the WG; • Request for reaccreditation of the study programmes for pre-service teacher training; • Revised study programmes accredited	• Report from the WG; • Draft revised study programmes; • Records on discussion events; • Legal act for accreditation of the study programmes; • Decisions of the teaching faculties	2019	MoES, BAEHE, Teacher training faculties,
4.3.1	Revise the mechanism of support to, monitoring and mentorship of, novice teachers and novice service experts	• The process of training the teachers is implemented at the universities, in accordance with the revised Study programme and Subject programmes; • Mentorship of novices is implemented at schools in accordance with the new mechanism	• Decisions of school directors for approval of mentors' work programmes; • Rulebooks on Mentorship; • Records of mentorship and the process of mentorship of novices in all schools; • Records of teachers' licence issuance	2019	MoES, BDE, schools
4.3.2	Application of the mechanism of support to, monitoring and mentorship of, teachers and service experts who are novices in all schools	• Mentoring of novices is on-going in the schools according with the new mechanism	• School principals' decisions on approval of Work programmes for mentors; • Rulebooks on mentorship; • Records on novice-teachers' and novice service experts' mentoring and monitoring process in all schools; • Records on teachers' licence issuance	2019	Schools

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.4.1	Develop Guidelines on career advancement in the occupation	• Officially established WG; • Financial means allocated; • International experience studied; • Guidelines including calculations on the necessary funds for financial incentives of teachers, drafted and discussed with the key stakeholders; • Draft legal act on approval and introduction of the Guidelines on career advancement in the occupation; • Officially approved Guidelines and instructions on its introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	BDE, MoES
4.4.2	Application of the system of career advancement	• 50% of teachers passed professional development courses; • 0.5 % of teachers have got salary increase due to enhanced (advanced) category	• Teachers professional development plans in all schools; • Records on teachers' trainings; • Decisions on teachers' salary increase; • Financial documents	2020	MoES, BDE
4.5.1	Develop norms on the number and type of expert services in the primary schools	• WG to develop the norms established; • Financial means allocated; • Norms drafted and discussed with the key stakeholders; • Officially approved norms on the number and type of expert services in the primary schools	• Report from the WG; • Draft legal act on approval and introduction of the norms; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
4.5.2	Fully staff professional services in all schools	• Competitions organised in all schools and professional workers hired	• Competition documents (announcements, questionnaires, results of interviews, etc.); • Staff record books of schools (Directors' Decisions)	2022	MoES

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority V. Increase Effectiveness of Primary Education Organisation and Management					
5.1	Introduce mechanism of piloting and assessments of innovations in primary education and allocate funds for supporting those innovations	• Impact and sustainability of innovations introduced in primary education is improved	• Operational mechanism of piloting and assessments of innovations	2020 2025	MoES

5.2	Revise the system of licensing of primary schools principals	Principals of primary schools satisfy the minimum requirements of professional competences thus ensuring better learning environment and culture, management and leadership	• Operative system for licensing all principals of primary schools	2020	NEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.1.1	Изготвување на механизам за пилотирање и проценка на иновациите што се внесуваат во основното образование	• Officially established WG; • Financial means allocated; • International experience studied; • Mechanism drafted and discussed with the key stakeholders; • Draft legal act on approval of the Mechanism; • Officially approved mechanism of piloting and assessments of innovations in primary education and instruction on its implementation	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
5.1.2	Определување средства за евалуација на ефективите од иновациите кои се воведени во основното образование	• Education budgets of consequent years contain allocation of necessary funds for innovations in primary education	• Reports on the effects of piloted innovations • MoES Decisions	2022	MoES,
5.2.1	Ревидирање на системот за лиценцирање на директорите на основните училишта	• Officially established WG to revise the licensing system; • Financial means allocated; • Licensing system revised (contains at least prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension conditions) and discussed with the key stakeholders; • Action Plan on implementation of licensing procedures; • Officially approved system of primary school principals' licensing	• Report from the WG; • Records on discussion events; • MoES Decision	2020	MoES, NEC
5.2.2	Обука за директорите на основните училишта за континуиран професионален развој	• All primary schools' principals and candidates trained	• Contract with a service provider (-s); • Records on implemented trainings; • Acts of Acceptance of the training provision; • MoES Decisions		

7.3 SECONDARY GENERAL EDUCATION (Grammar Schools, Art Schools and Schools for Children wth Special Educational Needs)

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority I. Improve the Content of Secondary General Education					
1.1	Develop and introduce a National Standard for Secondary Education	• Learning outcomes of Secondary education are clearly defined and relevant to the actual situation and needs of pupils according to their age characteristics and to the Macedonia's society development priorities; • Secondary Education contributes to knowledge of human rights, respect for diversity and practice of democratic values by pupils	• Approved National Standard for Secondary Education based on the National Standard for Primary Education, with clearly defined learning outcomes and with special focus on inclusiveness, multiculturalism, respect for diversity (in terms of gender, ethnicity, religion, language, social status, intellectual and physical abilities), child rights, and democratic culture	2020	MoES, BDE
1.2	Revise the curricula and the subject programmes in accordance with the National Standard	• Curricula and all subject programmes are targeted to achieving the learning outcomes defined by the National Standard and ensure continuity with the primary education	• Approved and introduced Curricula meeting the requirements of the National Standard; • Approved subject programmes meeting the requirements of the National Standard	2025	MoES, BDE
1.3	Revise the textbooks according to the National Standard and the subject programmes	• Secondary education pupils are provided with quality and up-to-date textbooks as a source of modern and relevant knowledge and as a tool of promoting multiculturalism, respect for diversity and democratic values	• Revised legislation on development and publishing the textbooks; • Carried out analysis of deficiencies in the existing textbooks; • Published all new textbooks necessary for the first year of secondary general education	2020 2015	MoES, PS

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	Organise development the National Standard on Gymnasium Education	• Officially established WG to develop National Standard; • Financial means allocated • National Standard drafted and discussed with the key stakeholders; • Draft legal act on approval of the National Standard; • Officially approved National Standard and instructions on its introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE

1.2.1	Develop curricula and subject programmes	• Curriculum with a defined number of subjects and the total number of hours (per week and year) for each subject developed; • WGs for developing subject programmes established; • Financial means allocated; • Subject programmes developed and discussed with key stakeholders; • Draft legal act on approval of the Subject Programmes developed; • Subject programmes with didactic recommendations for their introduction are officially approved	• Report from the WG; • Records on discussion events; • MoES Decision on adoption of the Curricula; • MoES Decision on adoption of subject programmes	2022	MoES, BDE
1.3.1	Revise legislation on development and publishing of the textbooks and other teaching materials	• Officially established WG to develop amendments to the legislation; • Financial means allocated; • Amendments drafted and discussed with the key stakeholders; • Draft legal acts on amendments to the legislation; • Draft legal acts on amendments to the legislation	• Report from the WG; • Records on discussion events; • MoES Decisions	2018	MoES, PS
1.3.2	Develop text-books and additional teaching materials and digital content for first year common subjects in accordance with the revised subject programmes	• Financial means allocated; • Text-books passed expert assessment by reviewers; • Officially approved text-books ready for publication	• Reports from the expert reviewers; • Records on discussion events; • Results of text-books' expert assessment; • MoES decisions	2022	MoES, PS
1.3.3	Publish the text-books according to the revised legislation	• Necessary number of copies as per text-book published and provided to schools	• Contract with a service provider (-s); • Financial documents; • Acceptance act on provision of the text-books; • MoES Decisions	2022	MoES, PS

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Increase Enrolment and Retention of Pupils and Improve Inclusiveness and Interethnic Integration in Secondary Education					
2.1	Improve conditions of secondary schools for equal access for all pupils	• Physical conditions for enrolment of pupils with physical disabilities are in place	• Carried out full mapping of secondary schools with identified opportunities of inclusion of pupils with physical disabilities; • At least 5 secondary schools fully adapted for inclusion of pupils with physical disabilities	2020	MoES, Municipalities, City of Skopje, schools
2.2	Establish a mechanism for enrolment of pupils with special educational needs in mainstream secondary education	• Administrative and information base for ensuring inclusive education is in place	• Established procedure of taking decisions on inclusion/non-inclusion of children with disabilities in mainstream secondary schools	2020	MoES, Municipalities, City of Skopje, schools
2.3	Introduce a mechanism for financial and other forms of support to schools for implementing interethnic integration activities	• Improved interaction between pupils from different languages of instruction	• Mechanism of financial support approved by a corresponding legal act; • Provided financial grants; • At least 30% of one-language secondary schools involved in joint extra-curricular activities with schools with a different instruction language; • At least 80% of multi-language schools organise extracurricular activities with pupils from different instruction languages	2020	MoES, MoF, Municipalities, City of Skopje, schools
2.4	Establish a sustainable model for continuing (completing) secondary education by pupils in correctional facilities	• Conditions for pupils in correctional facilities to continue (complete) secondary general education are provided	• Selected and approved Model; • Financial support for correctional facilities provided; • 30% of the pupils in correctional facilities with primary education participate in secondary education	2020	MoES, MoJ, correctional facilities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	Provide full mapping of secondary schools' physical conditions	• Tenders for procurement of secondary schools full mapping service organised; • Mapping results with identified opportunities of, and needs for, inclusion of pupils with physical disabilities	• Contract with a service provider (-s); • Mapping Report endorsed by MoES; • MoES Decisions	2018	MoES, Municipalities, City of Skopje, schools
2.1.2	Adapt 5 secondary schools' buildings for inclusion of pupils with physical disabilities	• Approved criteria for selection of at least 5 secondary schools to be adapted for inclusion of children with physical disabilities; • List of selected schools; • Tenders for procurement of design services and construction works to adapt 5 secondary schools' buildings for inclusion of children with physical disabilities organised; • Design for construction works with budget estimate completed; • Buildings of at least 5 secondary schools adapted for inclusion of children with physical disabilities according to (inter)national standards	• Contract with design and construction companies; • Acts of Acceptance of the design services and construction works; • MoES Decisions	2020	MoES, Municipalities, City of Skopje, schools
2.2.1	Develop a mechanism for enrolment of pupils with special educational needs in mainstream secondary education	• WG established to develop the mechanism; • Financial means allocated; • The mechanism drafted and discussed with the key stakeholders; • Draft legal act on approval of the Mechanism; • Officially approved mechanism for inclusion of pupils with special educational needs in mainstream secondary education and instructions on its introduction; • Amendments to the sub-legal acts drafted	• Report from the WG; • Records on discussion events; • MoES, MoLSP and MoH Decisions	2020	MoES, MoLSP, BDE, Municipalities, City of Skopje, schools

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.3.1	Develop mechanisms for financial and other forms of support to one-language and multi-language schools for implementing interethnic integration activities	• WGs established; • Financial means allocated; • The mechanisms for one-language schools include partnership with a school with another language of instruction; • The mechanisms for multi-language schools refer to implementation of in-school activities; • Draft legal act on approval of the Mechanisms; • Officially approved mechanism of financial support to one-language schools; • Officially approved mechanism of financial support to multi-language schools	• WG Report; • Records on discussion events; • Financial documents; • MoES Decisions	2020	MoES, Municipalities, City of Skopje, schools
2.3.2	Implement the Mechanisms	• List of the schools that are funded for implementing the activities; • Financial means allocated; • Mechanisms are implemented in at least 30% of one-language schools and in 80% of the multi-language schools	• Report on piloting of the Mechanism with improvement recommendations; • Documents on funding the schools; • MoES Decisions	2020	MoES, MoF Municipalities, City of Skopje, schools
2.4.1	Develop and pilot a model for secondary education in correctional facilities	• WG to propose a model established; • A model including a funding scheme and calculations of necessary financial resources, drafted and discussed with the key stakeholders; • The agreed model piloted in correctional facilities and modified based on the piloting results; • Legal acts on implementation of the model submitted and accepted.	• Report from the WG; • Records on discussion events; • MoES and MoJ Decisions	2020	MoES, MoJ
2.4.2	Implement secondary education in correctional facilities	• Introduced programmes for secondary education; • Accredited institutions selected for providing education in correction facilities; • 30% of the pupils in correction facilities with primary education participate in secondary education	• Reports of education and training process and the learners' achievements; • MoES and MoJ decisions	2020	MoES, MoJ, correctional facilities

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority III. Improve Capacities of Human Resources in the Secondary Schools					
3.1	Operationalise the established system of teachers' professional development and career advancement	• Professional competences of the teachers are continuously improved; • Teachers are motivated to demonstrate better performance	• Legislatively introduced and operational system of teachers' professional development and career advancement; • Adopted in-school training programme	2025	MoES, BDE
3.2	Revise the system of licensing of Secondary school principals	• All principals of secondary schools satisfy the minimum requirements of professional competences	• Officially approved Job profiles of Secondary schools' principals; • A new licensing system containing revised prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension conditions	2020	NEC
3.3	Fully staff the professional services with all necessary specialists according to the needs of the schools (representation of instruction languages and the number of pupils)	• Education is accompanied with complete scope of support services necessary for pupils' quality learning and development process	• Complete mapping implemented in all schools to identify the level of professional services' staffing; • Fully staffed professional services in all schools	2025	*Municipalities, City of Skopje, schools*
3.4	Strengthen the system of support to, monitoring and mentorship of, novice teachers	• Novice teachers receive support necessary for their daily work	• Established mechanisms for a due mentorship of novice teachers including improved pedagogical records and documentation on the novice employees • 100 mentors selected according to the standards for professional and carrier development and trained; • Annually at least 90% of novice-teachers acquire title of teacher	2020 2025	MoES, BDE, schools

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.1.1	Operationalise the system of teachers' professional development and career advancement	• 80% of teachers attended subject based annual regional meetings; • 50% of teachers passed professional development training	• Record on the meetings; • Records on teachers' trainings; • Teachers professional development plans in schools; • Financial documents	2022	MoES, BDE
3.2.1	Organise revision of Secondary school principals' licensing system	• WG to revise the licensing system established; • Financial means allocated; • Licensing system revised (contains at least prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension conditions) and discussed with the key stakeholders; • Modules for the candidates training developed; • Requirements and criteria for entering the training process revised; • Action Plan on implementation of licensing procedures; • Officially approved system of school principals' licensing	• Report from the WG; • Records on discussion events; • Draft legal act on approval and introduction of revised licensing system; • MoES Decisions	2020	MoES, NEC
3.2.2	Organise training of Secondary schools' principals for continuous professional development	• All Secondary schools' principals and candidates trained •	• Contract with a service provider (-s); • Records on implemented trainings; • Acts of Acceptance of the training provision; • MoES Decisions		
3.3.1	Develop Job profiles for service specialists in schools	• WG to develop the Job Profiles established; • Financial means allocated; • Job Profiles drafted and discussed with the key stakeholders; • Draft legal act on approval of Job Profiles; • Officially approved Job Profiles and instructions on their introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE
3.3.2	Provide secondary schools mapping to identify the level of professional services' staffing	• Tenders for procurement of secondary schools mapping service to identify the level of professional services' staffing organised; • Mapping results processed, with identified level of professional services' staffing and recommendations provided on employment of the missing staff	• Contract with a service provider (-s); • Mapping Report endorsed by MoES; • MoES decision	2020	MoES

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
3.3.3	*Fully staff professional services in all Secondary schools*	• *Competitions for employment of specialists of support services organised in all schools;* • *Employment of new staff organised*	• *Competition documents (announcements, questionnaires, results of interviews, etc.);* • *Staff record books of schools (Directors' Decisions)*	*2025*	*Municipalities, City of Skopje*
3.4.1	*Revise the mechanism of support to, monitoring and mentorship of novices (teachers and service experts)*	• *WG established;* • *Financial means allocated;* • *Mechanism revised and discussed with the key stakeholders;* • *Draft legal act on approval of the mechanism developed;* • *Officially approved mechanism of support to, monitoring and mentorship of, novice teachers and novice service experts and instructions on its introduction*	• *Report from the WG;* • *Records on discussion events;* • *MoES Decisions*	*2020*	*MoES, BDE,*

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority IV. Improve the Learning Environment and Quality of Education Services Provision					
4.1	Optimise organisation of the work of schools and arrangement of classes	• Improved learning environment allowing better focus on every pupil is in place; • Schools' facilities and pupils' out-of-school time are used more efficiently	• Carried out full mapping of secondary schools with identified opportunities of optimisation and expansion of facilities; • Number of pupils per class not exceeding 30	2020	MoES, MoF, Municipalities, City of Skopje, Schools
4.2	Enabling free of charge Internet access to text books and learning aids	• Text books and learning aids are continuously accessible on the Internet	• Copy rights have been provided for open resources	2022	MoES
4.3	Strengthen functioning of pupil bodies at school level	• Improved democratic participation of pupils in schools	• Draft legal acts developed	2020	MoES, Municipalities, City of Skopje, Schools
4.4	Modernise the system for quality assessment	• Feedback from all assessments of pupils' performance allows to take evidence-based policy decision	• Introduced national system on quality assessment	2020	MoES, NEC
4.5	Ensure participation of the country in the international PISA study	• Valid empirical data are provided on the capacities of 15-year old pupils (compared to international prospects) to enter life and continue education, or enter the labour market	• The PISA study organised and completed	2020	MoES, NEC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
4.6	Establish a centre for talented pupils	Talented pupils have opportunities to develop their potentials	• Mechanisms developed for identifying talented pupils; • Centre for talented pupils established	2025	MoES
4.7	Establish a mechanism for piloting and evaluation of innovations in secondary education and providing funds for support of innovations	Improved impact and sustainability of innovations introduced in secondary education	• Mechanism for piloting and evaluation of innovations is functional	2020 2025	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.1.1	Analyse the situation with the number of schools and number of pupils in class	• Tenders for procurement of analysis service organised; • Analysis results with recommendations processed	• Contract with a service provider (-s); • Analysis Report endorsed by MoES; • MoES Decisions	2018	MoES, Municipalities, City of Skopje
4.1.2	Provide secondary schools full mapping to identify opportunities for optimisation and expansion of facilities	• Tenders dossier for procurement of secondary schools full mapping service organised; • Selection results processed; • Mapping results with identified opportunities of optimisation and expansion of facilities processed	• Contract with a service provider (-s); • Financial documents; • Mapping Report endorsed by MoES; • MoES Decisions	2019	MoES
4.1.3	Prepare amendments to the legislation on the maximum number of pupils per class	• Amendments drafted; • Draft legal acts on amendments to the legislation	• MoES decisions	2020	MoES
4.2.1	Tender for supply of internet access and access to textbooks and teaching aids	• Call published	• Contract with a service provided	2019	MoES
4.3.1.	Introduce legal amendments to strengthen pupil bodies participation in the school work	• Draft legal amendments developed; • Draft legal acts on amendments to the legislation	• MoES decisions	2018	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.4.1	Implement the system for quality assessment	• Comparative analysis of results achieved on the graduation exam; • Comparative analysis of results achieved on the international tests; • Officially established WG for development of recommendations for improvements; • Financial means allocated; • Recommendations for improving the education system; • System for quality assessment established	• Report on the analysis of results achieved on the graduation exam; • Report on the analysis of results achieved on the international tests; • Integral report with recommendations	2020	MoES, NEC
4.5.1	Implement the PISA study	• Officially signed agreement for participation in the PISA; • Pilot testing carried out; • The main testing carried out	• Report on pilot testing; • Report on the main testing; • MoES decision	2020	MoES, NEC
4.6.1	Develop a concept of the Centre for talented pupils	• WG for concept development established; • Financial means allocated; • The concept of the Centre including objectives, tasks, work principles, working conditions and job systematization is developed and discussed with all key stakeholders; • The concept is officially developed and guidelines for its introduction are drafted	• Reports from WG; • Draft concept submitted for approval; • MoES decisions	2018	MoES
4.6.2	Establish the Centre7 and provide necessary conditions	• The Act on establishment and organisational structure accepted; • The tender for provision of goods and equipment organised; • Premises, equipment, furniture and funds are provided	• Contract with service provider (-s); • Acts of acceptance of the work and the procurements; • MoES decisions	2019	MoES
4.6.3	Employ necessary staff in the Centre	• Commission on selection of staff established; • Tender for training services for staff organised; • Staff fully trained according to requirements in the concept and systematisation	• Decisions on employment of staff; • Contract with service provider (-s); • Training programme and materials; • Acts on acceptance the conditions for training; • Reports from training; • MoES decisions	2019	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.6.4	Develop mechanisms for identification and support of talented pupils	• Mechanisms developed and discussed with key stakeholders	• Reports from the Centre; • Draft legal acts for adoption of mechanisms; • Reports from discussion meetings; • Decisions of Centre principal	2019	MoES
4.6.5	Identify and support talented pupils	• First generation of talented pupils identified and included in supported activities	• Reports on the identification process; • Reports on support activities; • Reports from the Centre as proof of achieving the criteria set up by the Mechanism	2020	MoES
4.7.1.	Develop mechanism for piloting and evaluation of innovations introduced to secondary education	• WG established; • Financial means allocated; • International experience studied; • Mechanism developed and discussed with key stakeholders; • Draft legal act for approval of mechanism developed; • Mechanism for piloting and evaluation of innovations in secondary education and instructions on its introduction are officially approved	• WG reports; • Reports from discussion meetings; • MoES decisions	2020	MoES, BDE
4.7.2.	Allocate funds for evaluation of the effects of innovations introduced in secondary education	• Education budgets in following years include funds necessary for innovations in secondary school	• Reports of effects of piloted innovations; • MoES decisions	2022	MoES

33 If organized within any of the existing public institutions.

7.4 VOCATIONAL EDUCATION AND TRAINING

Priority I. Harmonise Vocational Education and Training with the Labour Market Needs

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
1.1	Introduce a flexible and efficient mechanism for development of occupational standards and qualification standards based on learning outcomes meeting the labour market needs	• Content of VET can be promptly adapted to the changing skill needs in the Labour Market	• Regulation on development and revision of occupational standards and qualification standards based on learning outcomes according to MQF; • Human and financial resources allocated to continuous implementation of the mechanism; • Occupational standards and qualification standards based on learning outcomes developed according to MQF	2020 2025	MoES, BDE, VETC
1.2	Develop modular curricula in accordance with the new qualification standards based on learning outcomes	• Learning within the VET system is organised in a more flexible and effective way in terms of competences acquisition and targeted to achieving the learning outcomes defined by the standards	• Modular curricula developed, approved and introduced (including all necessary teaching, learning and assessment materials) corresponding to qualification standards and foreseeing acquisition of the key competences	2020 2025	MoES, BDE VETC
1.3	Establish institutional social partnership at central and institutional levels	• Decision-making process and the VET system development are supported by wider range of stakeholders, including the business community	• Established and fully operational tripartite National VET and AE Council based on the principles of Social Partnership	2025	MoES, MoE, MoLSP, VETC, Social Partners
1.4	Establish a mechanism of qualifications and skill needs identification	• VET system is continuously informed about the up-to-date demand on the work force and qualifications and skill needs to be used for VET policy development	• Institutionalised and fully staffed Skills Observatory; • At least 16 Sectorial Committees for Qualifications with responsibility to promote and develop the sector and with a special role in identifying of (advising on) the demand of new and revision of existing qualifications; • Revised Register of VET Qualifications	2020 2015	MoES, MoE, MoLSP, VETC, Social Partners
1.5	Establish a system of VET graduates' permanent Tracer Study	• Information on graduates' further educational and/or employment pathways (career advancement) allows to take evidence-based policy decision	• Operational system of VET graduates' Tracer Study; • Analysed information from tracing graduates of each previous school year	2020	MoES, BDE, VETC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
1.6	Establish modern and effective system for post-secondary education	• Post-secondary education is reformed in accordance with the MQF	• Revised Concept on post-secondary education; • Revised legislative framework of post-secondary education; • 16 occupational standards developed • 12 modular curricula (including all necessary teaching, learning and assessment materials) corresponding to qualification standards and foreseeing acquisition of the key competences based on learning outcomes, developed, approved and introduced	2020	MoES, BDE, VETC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	Develop occupational standards according to the labour market needs	• WG to develop procedures for developing occupational standards established; • Financial means allocated; • Procedures for developing occupational standards drafted and discussed with the key stakeholders; • Approved procedures for developing occupational standards; • At least 50 experts including representatives of employers trained on developing occupational standards; • Selected occupations for which the standards to be developed; • Business community and social partners included in the preparation of the occupational standards; • Developed and validated occupational standards for at least 100 occupations	• Reports from the WGs; • Records on discussion events; • Financial documents; • Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES and MoLSP Decisions	2025	MoES, MoLSP, VETC, BDE, Other relevant institutions
1.1.2	Develop qualification standards based on learning outcomes according to MQF	• Selected qualifications for which the standards to be developed; • WGs established consisting of trained experts and representatives of employers; • Standards drafted in accordance with the approved methodology and validated by key stakeholders; • Officially approved qualification standards based on learning outcomes and instructions on their introduction	• Reports from the WGs; • Records on discussion events; • Records on implemented trainings; • Financial documents; • Acts of Acceptance of the training provision; • MoES Decisions	2020 2025	MoES, BDE, VETC, Other relevant institutions

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.2.1	Develop and introduce Modular curricula (including all necessary teaching, learning and assessment materials)	• WGs established to develop modular curricula; • Financial means allocated; • Curricula drafted and discussed with the key stakeholders; • Officially approved at least 1200-1300 modular curricula and instructions on their introduction; • Officially approved additional at least 50 modular curricula	• Reports from the WGs; • Records on discussion events; • MoES and VETC Decisions	2020 2025	MoES, BDE, VETC, Other relevant institutions
1.2.2	Training for delivering modular curricula	• Tenders for procurement of training services organised; • All teachers involved in delivery of modular curricula trained	• Contract with service provider (-s); • Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES Decisions	2022	MoES, VETC
1.3.1	Develop a Concept on Social partnership in VET	• WGs to develop the Concept established; • Financial means allocated; • Concept including a mechanism of its implementation, drafted and discussed with the key stakeholders; • Officially approved Concept of Social partnership in VET	• Report from the WG; • Records on discussion events; • Financial documents; • MoES Decisions	2022	MoES, MoE, MoLSP, Social partners
1.3.2	Transform the existing VET Council and the Council for Adult Education via merging into a tripartite consultative body based on the principles of social partnership and responsible for VET and Adult Education	• Task and responsibility of the newly established Council clearly defined; • Approved Legal acts on establishment of the Council	• Minutes of National VET Council's meeting • MoES decisions	2018	MoES, MoE, MoLSP, Social partners
1.4.1	Establish the Skills obser-vatory[34] and ensure its functioning	• Institutionalised and fully staffed Skills Observatory	• MoES decisions	2025	MoES, MoE, MoLSP, Social Partners
1.4.2	Establish MQF Manage-ment Information System	• Officially approved integrated register and sub-registers for VET Qualifications which is in line with MQF	• Records on discussion events; • MoES Decisions	2025	MoES, MoE, MoLSP, Social partners

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.4.3	Strengthen human capacity for management of the VET sub-register	• IT equipment provided; • Trained staff for updating the VET sub-register	• Acts of acceptance of equipment; • Records on implemented training	2025	MoES, MoE, MoLSP, Social partners
1.4.4	Establish functional Sector Skills Committees	• Developed rules and guidelines for functioning of the committees; • Officially established at least 8 Sector Skill Committees with a responsibility to promote and develop the sectors and with a special role in identifying of (advising on) the demand of new and revision of existing qualifications; • Completed training for committee members	• MoES decisions	2020	MoES, MoE, MoLSP, Social Partners
1.5.1	Organise development of a Mechanism on VET graduates' permanent Tracer Study9	• WGs established to develop standards; • Financial means allocated; • Mechanism drafted and discussed with the key stakeholders; • Officially approved Mechanism on VET graduates' permanent Tracer Study system introduction • Draft legal acts on amendments to the legislation	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, VETC
1.5.2	Introduce Mechanism on graduates' permanent Tracer Study in VET schools	• Officially established mechanisms of graduates' Tracer Study in all VET schools; • Data on Tracer Studies' results collected and analysed	• VET schools' Directors' decisions; • Data on Tracer Studies; • Analytical reports with recommendations for all consequent academic years	2020	MoES, Municipalities, city of Skopje, schools
1.6.1	Revise and update Concept on post-secondary education	• Concept on post-secondary education revised and discussed with the key stakeholders; • Draft legal acts on amendments to the legislation on post-secondary VET in accordance with the European standards; • Draft legal acts on amendments to the legislation	• MoES decision	2018	MoES
1.6.2	Develop procedures for harmonising the post-secondary education with the MQF	• Established WG to develop the procedures; • Procedures drafted and discussed with the key stakeholders; • Approved procedures for harmonising the post-secondary education with the MQF	• Report from the WG; • Records on discussion events; • MoES Decisions	2018	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.6.3	Assess educational needs within the post-secondary education according to the labour market demands	• Tailored training and advice on the assessment provided; • Written recommendations and methodologies for assessment drafted and discussed with the key stakeholders	• Records on the implemented training; • MoES Decisions	2018	MoES
1.6.4	Prepare Guidelines for development of teaching curricula for post-secondary education	• Guidelines drafted in in cooperation with the private sector and the social partners; • Approved Guidelines for development of teaching curricula for post-secondary education	• Report from the WG; • Records on discussion events; • MoES Decisions	2018	MoES
1.6.5	Develop curricula for post-secondary (including all necessary teaching, learning and assessment materials)	• Established WGs to develop the curricula; • Curricula drafted and discussed with the key stakeholders; • Financial means allocated; • Approved curricula for harmonising the post-secondary education with the MQF	• 12 curricula (including all necessary teaching, learning and assessment materials)	2020	MoES, VETC, AEC
1.6.6	Implement promotional and awareness raising activities	• All regions covered by promotional events (radio, television, print media and internet campaigns	• Awareness raising campaigns implementation evidences, (e.g. records, printed, photo, video and other materials, reports, interviews, etc.);	2019	MoES

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Improve Learning Environment and Quality of Vocational Education and Training					
2.1	Optimise the system of inclusive vocational education and training	• Efficiency and effectiveness of the VET system is improved in terms of expenditures and relevance to the local, regional and national labour markets	• Carried out full mapping of VET schools with analysis of main features of local and regional Labour Markets; • Approved Action Plan on Optimisation of the VET schools network and distribution of offered qualifications; • Reorganisation measures implemented according to the AP; • Network of VET schools operating according to the needs of the local economics and local development plans	2020	MoES, Municipalities, City of Skopje, schools
2.2	Provide vocational schools with necessary facilities, equipment, tools and materials for successful implementation of theoretical and practical training	• Teaching and learning process is supported with all means necessary for achieving established learning outcomes	• Carried out full inventory of the needs of VET schools and proposed catalogue of training equipment and furniture to be delivered to VET schools; • At least 20 VET schools equipped according to the Qualifications Standards and the new Norms	2025	MoES, BDE, VETC, Municipalities, City of Skopje, schools
2.3	Build a quality assurance (learning outcomes assessment) system compatible with EQAVET	• Competences of VET graduates are in line with the employers' requirements and compatible with the references established in accordance with EQAVET	• Defined system of quality control in VET; • Diploma supplement issued to all VET graduates in accordance with MQF	2022	MoES, BDE, VETC
2.4	Introduce mechanism of effective work-based learning	• VET students[36] acquire practical skills relevant to the real needs in working environments; • The business community is actively participating in VET implementation	• Approved Concept on work-based learning; • Strengthened capacities of practical training providers including those from enterprises; • At least 50% of students have applied at least 1/3 of practical training within the business community by means of work-based learning	2020	MoES, BDE, VETC
2.5	Develop a system of quality assessment	• Feedback from all assessments of students' achievement allows to take evidence-based policy decision	• Introduced system of quality assessment	2020	MoES, NEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.6	Ensure participation of the country in the international al PISA study	• Valid empirical data are provided on the capacities of 15-year old pupils (compared to international prospects) to enter life and continue education, or enter the labour market	• The PISA study organised and completed	2020	MoES, NEC
2.7	Establish VET Centres of Excellence	• Efficiency of VET reforms is ensured through centralisation of investments and concentration of results; • Introduction and dissemination of VET innovations based on the best international practices is promoted	• 5 VET Centres of Excellence officially established, fully equipped for provision of high quality VET and piloted	2020	MoES, municipalities, City of Skopje, schools

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	Carry out a full mapping of VET schools	• Tenders for purchasing service on full mapping and inventory of VET schools organised; • Mapping results with identified main features of local and regional Labour Markets and relevance analysis processed	• Contract with a service provider(-s); • Mapping Report endorsed by MoES; • MoES Decisions	2018	MoES, Municipalities, City of Skopje, schools
2.1.2	Organise development of an Action Plan for optimisation of vocational education and training and distribution of vocations	• Officially established WG to develop the methodology; • Financial means allocated; • Main features of local and regional Labour Markets studied; • Action Plan of Optimisation drafted and discussed with the key stakeholders; • Approved Action Plan of Optimisation of vocational education and training network and distribution of vocations	• Report from the WG; • Draft Action Plan; • Records on discussion events; • MoES Decisions on approval of the Action Plan	2018	MoES, Municipalities, City of Skopje, schools
2.1.3	Implement optimisation measures according to the Action Plan	• Optimised vocational education and training network and distribution of vocations	• MoES Decisions	2020	MoES, Municipalities, City of Skopje, schools

---

36 Hereinafter, "students" mean not only those involved in formal vocational education but also all categories of learners, including adults involved in any type of course provided by the VET system.

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.2.1	Develop new norms for the educational facilities and the equipment for VET institutions	• WG established to develop the norms; • Financial means allocated; • Norms on educational facilities and the equipment for VET institutions according to the field of interest and occupational profile, in line with the new plans and programmes of the curriculum drafted and discussed with the key stakeholders; • Approved Norms of facilities and equipment	• Report from the WG; • Records on discussion events; • MoES Decisions	2018	MoES, VETC
2.2.2	Organise full inventory of the VET schools' needs	• Tenders for procurement of VET schools' needs inventory service organised; • Inventory results with identified needs of VET schools processed; • Defined criteria for selection of the VET schools to be fully equipped; • VET schools selected according to the inventory results and the selection criteria; • Catalogue of training equipment and furniture delivered to the selected VET institutions	• Contract with a service provider (-s); • Mapping Report endorsed by MoES; • Catalogue of training equipment and furniture to be delivered to VET institutions; • MoES Decisions	2018	MoES, BDE, VETC, Municipalities, City of Skopje, schools
2.2.3	Procure equipment	• Tenders for procurement of equipment organised; • Selection results processed; • 20 VET schools provided with equipment according to the revised norms and standards	• Contract with a provider (-s)); • Financial documents; • Acts of Acceptance of the equipment; • MoES Decisions	2025	MoES, BDE, VETC, Municipalities, City of Skopje, schools
2.3.1	Develop methodology, standards and guideline for Quality assurance in VET	• WG established to develop the methodology, standards and methodology; • Financial means allocated; • Methodology drafted and discussed with the key stakeholders; • Standards and guideline compatible with EQAVET drafted and discussed with the key stakeholders; • Officially approved methodology, standards and guideline for Quality control in VET ready for piloting	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE, VETC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.3.2	Pilot and officially introduce the systems of quality assurance in VET	• Improvement needs of the methodology, standards and guidelines Standards and guideline for Quality control in VET identified; • Officially introduced and operational system of quality control in VET	• Report on piloting the methodology, standards and guidelines; • MoES Decisions	2020	MoES, BDE, VETC
2.3.3	Provide Diploma supplement to all VET graduates according to the MQF	• Officially approved form and regulation on preparation and issuing of Diploma supplement to VET graduates	• Diploma supplements registration and issuing records in the VET schools • MoES Decisions	2020	MoES, BDE, VETC
2.4.1	Develop a Concept on work-based learning	• WG established to develop the Concept and corresponding amendments to the legislation; • Financial means allocated; • International experience studied; • The Concept drafted and discussed with the key stakeholders; • Officially approved Concept on work-based learning	• Report from the WG; • Records on discussion events; • Draft legal acts on amendments to the legislation (if necessary)); • MoES Decisions	2020	MoES, BDE, VETC
2.4.2	Provide trainings on work-based learning for VET school staff and organisations where the trainings will take place	• Tenders for procurement of training services organised; • Strengthened capacities at least 3 people from each VET school (Advisors, Inspectors, etc.) and at least one mentor from each host organisation	• Contract with the organisations for work-based learning; • Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES Decisions	2020	MoES, BDE, VETC
2.4.3	Organise provision of VET students work-based learning according to the Concept	• At least 60% of students involved in work-based learning in corresponding organisations, etc.	• Contracts signed between the VET schools and organisations; • VET schools' Directors Decisions; • VET students work-based learning plans; • Records on participation in work-based learning	2020	MoES, BDE, VETC, Municipalities, City of Skopje, schools
2.5.1	Develop Concept on system of quality assessment	• WG established; • Financial means allocated; • Approved concept with directions on how to analyse the results of all administered tests (national and international) and their use to evaluate the quality of the education system and make evidence based policy decisions	• Report of the WG • Records on discussion events; • Financial documents; • MoES Decisions	2020	MoES, NEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.5.2	Implementing the system of quality assessment	• Comparative analysis of the results achieved on the Matura Exams • Comparative analysis of the results achieved on the international tests • WG establish to prepare recommendations for improvement; • Financial means allocated; • Recommendations for improvements of the educational system	• Report on the analysis of the results achieved on the Matura Exams • Report on the analysis of the results achieved on the international tests • Integral report with recommendations	2020	MoES, NEC
2.6.1	Implement the PISA study	• Officially signed agreement for participation in the PISA; • Pilot testing carried out; • The main testing carried out	• Report on pilot testing; • Report on the main testing; • MoES decision	2020	MoES, NEC
2.7.1	Develop a Concept on VET Centres of Excellence	• Established WG to develop the concept; • Financial means allocated; • Concept drafted and discussed with the key stakeholders; • Officially approved Concept on VET Centres of Excellence	• Report from the WG; • Records on discussion events; • MoES Decisions	2018	MoES, VETC
2.7.2	Officially recognise the VET Centres of Excellence	• Defined criteria for selection of the VET institutions; • Selected institutions are officially recognised as VET Centres of Excellence with specific provisions in their statutes	• MoES decisions	2018	MoES
2.7.3	Provide needs assessment of the VET institutions/ schools to become Centres of Excellence	• Tender for procurement of services organised; • Results of the needs assessment with recommendation on improvement of selected VET institutions/schools	• Contract with a service provider (-s); • Needs assessment Report endorsed by MoES	2018	MoES, VETC
2.7.4	Provide refurbishment, equipment and didactic resources	• Tender procedure for procurement of services implemented; • Design for construction works to refurbish 5 VET institutions/schools with budget estimate; • Buildings of 5 VET institutions refurbished; • Necessary equipment is provided to the selected 5 VET institutions; • Modern didactic resources procured and provided	• Contract with a service provider (-s); • Financial documents; • Acts of Acceptance of the design services and construction works; • MoES Decisions	2020	MoES, VETC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.7.5	Training of the staff	• Tender procedure for procurement of services implemented; • All teachers and managers of the VET Centres of Excellence trained	• Contract with a service provider (-s); • Training Programme; • Acts of Acceptance of provided training services; • MoES Decisions	2022	MoES, VETC, municipalities, City of Skopje, schools
2.7.6	Pilot VET Centres of Excellence	• Piloting of VET Centres of Excellence in progress	• Records on piloting process	2020	MoES, VETC, VET Centres

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority III. Increase Enrolment in Vocational Education and Training					
3.1	Introduce vocational orientation and career guidance and counselling services in all VET schools	• VET Graduates are able to make informed choices of education or career pathways	• A Guide on, and necessary tools for provision of, professional orientation and career guidance services developed and made available for all VET schools; • A school team trained in providing professional orientation and career guidance services • An employee trained for career counsellor position	2020	MoES, BDE, VETC, Municipalities, City of Skopje, schools
3.2	Improve the system of enrolment in Secondary Vocational Education	• VET system enrols higher number of student with better academic progression	• Adopted Concept on enrolment in Secondary Vocational Education • Amendments to the legislation drafted in accordance with the Concept on enrolment in Secondary Vocational Education	2020	MoES, BDE, VETC, Municipalities, City of Skopje, schools
3.3	Redefining Matura exams in VET secondary education	• Completion of VET secondary education is facilitated and enrolment in higher education for graduates is enabled	• New Concept for state and vocational Matura exam and final exam for VET graduates developed	2020	MoES, BDE, VETC, NEC, Municipalities, City of Skopje, schools
3.4	Ensure participation of VET students in international skill- and other contests	• Attractiveness and value of skilled activities and of VET in general is improved	• 10 students participated in World Skills; • 30 students participated in other regional and international competitions	2020	MoES, Municipalities, City of Skopje, schools

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
3.5	Establish a sustainable model for providing vocational education and training for pupils in correctional facilities	• Conditions for pupils in correctional facilities to participate in vocational education and training are provided	• Selected and approved Model; • Financial support for implementing education in correctional facilities provided; • 30% of the pupils in correctional facilities with primary education participate in secondary education	2020 2025	MoES, MoJ, Correctional facilities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.1.1	Provide all VET schools with career guidance services	• School team trained to provide professional orientation and career guidance services ; • An employee trained for career counsellor position; • Status and terms of reference for career guidance persons are regulated	• Documents for teams established • Documents for selection of a person responsible for career guidance; • Records on completed trainings	2020	MoES, BDE, VETC, Municipalities, City of Skopje, schools
3.2.1	Develop a Concept on enrolment in Secondary Vocational Education	• WG established to develop the Concept; • Financial means allocated; • Concept including a mechanism of its implementation, drafted and discussed with the key stakeholders; • Officially approved Concept on enrolment in Secondary Vocational Education; • Draft legal acts on amendments to the legislation submitted to the GoRM (if necessary)	• Report from the WG; • Records on discussion events; • Draft legal acts on amendments to the legislation submitted to the GoRM (if necessary) • MoES Decisions	2020	MoES, BDE, VETC, Municipalities, City of Skopje, schools
3.3.1	Develop a Concept on State Matura (Vocational Matura) and final exams for VET graduates	• WG established to develop the Concept; • Financial means allocated; • Concept including analysis of the current situation drafted and discussed with the key stakeholders; • Officially approved Concept on State Matura (Vocational Matura) and final exams for VET graduates; • Draft legal acts on amendments to the legislation submitted to the GoRM (if necessary)	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BDE, VETC, NEC, Municipalities, City of Skopje, schools
3.4.1	Apply to membership of "World Skills"	• An authorised national institution is a member of the "World Skills Europe"	• Membership certificate	2019	Municipalities, City of Skopje, schools

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
3.4.2	Participate in "World Skills"	Participate in "World Skills 2018" or "EuroSkills 2019"	• At least 10 VET schools' student participated in "World Skills" or "EuroSkills 2019"	2019	*Municipalities, City of Skopje, schools*
3.4.3	Participate in other regional and international competitions for VET students		• At least 30 VET schools' student participated in regional and international competitions for VET students	2020	*Municipalities, City of Skopje, schools*
3.5.1	Develop and pilot a model for education in correctional facilities	• WG established to propose a model; • A model including a funding scheme and calculations of necessary financial resources, drafted and discussed with the key stakeholders; • The agreed model piloted in correctional facilities and modified based on the piloting results; • Legal acts on implementation of the model submitted and accepted	• Report from the WG; • Records on discussion events; • MoES and MoJ Decisions	2020	*MoES, MoJ*
3.5.2	Implement vocational education and training in correctional facilities	• Introduced programmes for vocational education and vocational training; • Accredited institutions selected for providing secondary VET education/training in correctional facilities; • 30% of the pupils in correctional facilities with primary education participate in secondary education	• Reports of education and training process and the learners' achievements • MoES and MoJ Decisions	2021	*MoES, MoJ, Correctional facilities*

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority IV. Improve Capacities of Human Resources					
4.1	Introduce and operationalise a system of teachers' professional development and career advancement	• Professional competences of the teachers are continuously improved; • Teachers are motivated to demonstrate better performance	• Legislatively introduced and operational system of teachers' professional development and career advancement; • The programme for professional development training adopted	2025	BDE, VETC, NEC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
4.2	Improve the system of licensing of VET school principals	• Principals of all VET schools satisfy the minimum requirements of professional competences	• Officially approved Professional standards and Job profiles of VET schools' principals; • A new licensing system containing revised prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension conditions	2020	NEC
4.3	Fully staff the support services	• Education and Training is accompanied with complete scope of support services necessary for students' quality learning and development process	• Officially approved Job profiles for specialists of support services; • Fully staffed professional services in all VET schools	2020 2025	MoES, VETC, Municipalities, City of Skopje

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.1.1	Operationalise the system of teachers' professional development and career advancement	• 50% of teachers passed professional development courses	• Teachers professional development plans in all VET schools; • Records on teachers' trainings; • Financial documents	2020	MoES, MoF, ZELS, Municipalities, City of Skopje
4.2.1	Organise revision of VET school principals' licensing system	• WG established to revise the licensing system; • Financial means allocated; • Licensing system revised (contains at least prerequisites for applying for license, modified content and procedures of licensing exams, and license suspension conditions) and discussed with the key stakeholders; • Modules for the candidates training developed; • Requirements and criteria for entering the training process revised; • Action Plan on implementation of licensing procedures completed; • Officially approved system of VET school principals' licensing	• Report from the WG; • Draft legal act on approval and introduction of revised licensing system; • Records on discussion events; • MoES Decisions	2020	MoES, NEC

4.3.1	Develop Job profiles for specialists of support services	• WGs established to develop the Job Profiles; • Financial means allocated; • Job Profiles drafted and discussed with the key stakeholders; • Draft legal act on approval of Job Profiles; • Officially approved Job Profiles and instructions on their introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, VETC
4.3.2	Fully staff professional services in all VET schools	• Competitions organised in all VET schools and for specialists of support services	• Competition documents (announcements, questionnaires, results of interviews, etc.); • Staff record books of schools (Directors' Decisions)	2025	Municipalities, City of Skopje Schools

7.5 HIGHER EDUCATION, RESEARCH AND INNOVATIONS

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority I. Ensure Quality and Effectiveness of Higher Education in accordance with European good practices					
1.1	Reform the Board for Accreditation and Evaluation of Higher Education	• Pre-conditions for efficient higher education accreditation and evaluation are in place	• Required legal amendments completed; • Secondary acts adopted	2020	MoES
1.2	Improve the mechanism for accreditation of universities and the system for external evaluation	• Pre- conditions for external quality evaluation of higher education are in place	• Accreditation Board is a member of the European Association for Quality Assurance in Higher Education (ENQA)	2020	BAEHE/ bodies
1.3	Improve systems of internal quality assurance in higher education	• Pre-conditions for providing quality control at universities are in place • Self-evaluation procedure improved; • Mechanisms for monitoring the implementation of accredited study programmes and meeting the accreditation criteria during the study programme implementation are in place	• Approved standards and guideline in line with ENQA ESG; • Quality assurance centres established in all universities	2020	BAEHE/ bodies
1.4	Establish internal and external evaluation of the work of the body (-ies) for accreditation and evaluation	• Pre-conditions for effective functioning of the body (-ies) for accreditation and evaluation are ensured	• Operational mechanism for quality assurance of the work body (-ies)	2020	BAEHE/ bodies
1.5	Optimise the Higher education network (universities/faculties) and distribution of study programmes	• Efficiency and effectiveness of the Higher education system is improved in terms of expenditures and relevance to the local, regional and national labour markets	• Approved Action Plan of Optimisation; • Implemented optimisation measures according to the AP	2020	MoES, universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.6	Introduce mechanism of work-based learning for students in organisations (enterprises, institutions, etc.)	Students acquire practical skills relevant to the real work requirements	• Carried out analysis of university students' practical training; • Approved Concept on work-based learning; • Amendments to the legislation drafted in accordance with the Concept on work-based learning; • All universities have established a registry of students' practice implemented	2020	MoES, universities
1.7	Introduce career guidance and counselling services at all Universities	Graduates are able to make informed choices of career pathways	• A Guide on, and necessary tools for provision of, career guidance and counselling services developed and made available for all universities; • Career Centres established and fully staffed at all universities	2020	MoES, universities
1.8	Decrease the student/professor ratio	Effectiveness of learning process in Universities is increased through better focus on every student is in place	• Revised Rules on the number of enrolled students at universities; • Students groups formed according to the new rules at universities; • Increased number of teaching staff at universities	2020 2025	Universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	*Adjust accreditation procedures and functioning of the body (-ies) for accreditation and evaluation in Higher Education to become a member of ENQA and EQAR*	*• Defined clear criteria and revised procedures for accreditation;* *• Revised membership in body (-ies) for accreditation and evaluation in Higher Education;* *• Members of body (-ies) for accreditation and evaluation in Higher Education trained on provision of accreditation procedures according to the defined criteria*	*• Programme, materials, etc.;* *• Records o training provision;* *• MoES Decision*	*2019*	*MoES, BAEHE/ bodies*

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.2.1	Develop methodology, standards and guideline for Quality assurance centres	• WG established to develop the methodology, standards and guidelines; • Financial means allocated; • International experience studied; • Methodology drafted and discussed with the key stakeholders; • Standards and guideline in line with ENQA drafted and discussed with the key stakeholders; • Officially approved methodology on Quality assurance centres mechanism ready for piloting; • Officially approved Standards and guideline on Quality assurance ready for piloting	• Report from the WG; • Records on discussion events; • MoES Decisions	2019	MoES, BAEHE/ bodies
1.3.1	Introduce the systems of internal quality assurance in higher education	• Improvement needs of the methodology Standards and guideline on Quality assurance identified; • Officially introduced and operational system of internal quality assurance	• Standards and guideline on Quality assurance with improvement recommendations; • University Rectors' Decisions	2019	BAEHE/ bodies, universities
1.4.1	Develop mechanism of internal and external evaluation of the work of the body (-ies) for accreditation and evaluation of Higher Education	• WG established under the body (-ies) for accreditation and evaluation of Higher Education to develop the mechanism; • Mechanism including a methodology and guidelines for internal and external evaluation of body (-ies) for accreditation and evaluation of Higher Education drafted and discussed with the key stakeholders; • Officially approved Mechanism	• Report from the WG; • Records on discussion events; • BAEHE/bodies decision	2019	BAEHE/ bodies
1.4.2	Pilot and officially introduce the mechanism of the body (-ies) for accreditation and evaluation of Higher Education works' evaluation	• Improvement needs of the mechanism identified; • Officially introduced and operational the body (-ies) for accreditation and evaluation of Higher Education activities internal and external quality assurance	• Report on piloting the methodology; • Standards and guideline on Quality assurance with improvement recommendations; • University Rectors' Decisions	2020	BAEHE/ bodies, universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.5.1	Organise mapping of the current study programmes and evaluate their relevance to the labour market needs	• Tenders for procurement of universities study programmes mapping and evaluation service organised; • Methodology for evaluation of the applicability of the curricula developed; • Mapping results with all current study programmes (cycles 1 & 2) processed	• Contract with a service provider (-s); • Financial documents; • Mapping and evaluation Report endorsed by MoES; • MoES Decisions	2018	MoES, universities
1.5.2	Organise development of an Action Plan for optimisation of Higher education network (universities) and distribution of study programmes	• WG established to develop the Action Plan; • Financial means allocated; • Main features of local and regional Labour Markets studied; • Action Plan of Optimisation drafted and discussed with the key stakeholders; • Approved Action Plan of Optimisation of Higher education network and distribution of study programmes	• Report from the WG; • Draft Action Plan; • Records on discussion events; • MoES Decisions	2019	MoES, BAEHE/ bodies, Universities
1.5.3	Implement optimisation measures according to the Action Plan	• Optimised Higher education network (universities) and distribution of study programmes	• Universities' Rectors decisions; • MoES Decisions	2020	MoES, BAEHE/ bodies, Universities
1.5.4	Optimise Higher Education study programmes according to the labour market needs	• Accredited study programmes of Universities (cycles 1 & 2) in line with the labour market needs requirements	• BAEHE/bodies decisions; • Universities' Rectors Decisions	2020	BAEHE/ bodies, Universities
1.6.1	Provide university students' practical training analysis	• WGs on practical training analysis established; • Analysis results with identified opportunities for improvement of university students' practical training processed	• Report from WG; • Universities' Rectors decisions; • MoES decisions	2020	MoES, Universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.6.2	Develop a Concept on work-based learning	• WG established to develop the Concept and corresponding amendments to the legislation; • Financial means allocated; • International experience studied; • The Concept drafted and discussed with the key stakeholders; • Officially approved Concept on work-based learning • Draft legal acts on amendments to the legislation	• Report from the WG; • Records on discussion events; • Universities' Rectors decisions; • MoES decisions	2019	MoES, Universities
1.7.1	Develop a model for self-financing and functioning of the Career Centres	• Approved model of Career Centres' functioning	• MoES Decisions	2019	MoES, Universities
1.7.2	Organise trainings for Universities Career Centres' staffs	• At least 50 people trained for work in the career centres	• Training programme and materials; • Records on training provision	2019	MoES, Universities
1.7.3	Operationalise Career Centres in universities	• Career Centres fully staffed and operating according with the approved model in all universities	• Staff record books of Universities (Rectors' decisions); • Annual Work Plans and Reports of Career Centres	2019	MoES, Universities
1.8.1	Revise rules on student-teacher ratio at universities	• WG established to revise the rules on student-teacher ratio and corresponding amendments to the legislation; • Financial means allocated; • International experience studied; • Rules on student-teacher ratio at universities revised and discussed with the key stakeholders; • Officially approved rules on student-teacher ratio in universities	• Records on discussion events; • Universities' Rectors decisions; • MoES decisions	2025	MoES, BAEHE/ bodies, Universities
1.8.2	Rearrange students groups in Universities according to the new rules	• Number of students in groups corresponds the requirements of the new rules	• Universities students' record books	2020	MoES, BAEHE/ bodies, Universities
1.8.3	1.8.3 Increasing the number of teaching staff and associates	• University needs assessment provided for employment of teachers and associates ; • Financial support provided for new employments; • New teaching staff and associates employed (at least 20% of the identified needs)	• Needs assessment document from all universities • MoES and MF Decisions • Public announcements • Work contracts	2025	MoES, MF, Universities

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Improve the Content of Higher Education					
2.1	Introduce a system of qualification standards based on learning outcomes and develop standards of the most priority qualifications	• Minimum requirements towards the content and outcomes of Higher Education are established	• Adopted regulation on development and revision of competence-based qualification standards; • Standards for 10% of the offered qualifications developed and approved	2020	MoES, Universities
2.2	Establish a system of graduates' permanent Tracer Study	• Information on graduates' further educational and/or employment pathways (career advancement) allows to take evidence-based policy decision	• Legislatively defined principles of higher education graduates' Tracer Study; • Operational system of graduates' Tracer Study defined; • Analysed information from tracing graduates of each previous academic year	2020	MoES, Universities
2.3	Strengthen networking with foreign universities	• Academic development and mobility of Universities' teaching staff and students is improved in the context of European Higher Education Area and international higher education environment	• 80% of all universities and/or faculties involved in networks with foreign (European) universities' network or in the Erasmus+ programme; • 80% of the Erasmus+ funds allocated for Macedonia used for professors and students exchange programmes	2020	MoES, National Agency for European educational programmes and mobility, Universities
2.4	Establish a Skills Observatory	• The higher education system is continuously informed about the up-to-date demand on qualifications and skill needs to be used for higher education policy development	• Institutionalised and fully staffed Skills Observatory	2020	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	Develop methodology and regulation on competence-based qualification standards (development, introduction and revision of standards)	• WG established to develop the methodology and regulation; • Financial means allocated; • International experience studied; • Methodology and regulation drafted and discussed with the key stakeholders; • Officially approved methodology and regulation on competence-based qualification standards development, introduction and revision	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, BAEHE/ bodies, Universities
2.1.2	Develop qualification standards	• Selected qualifications for which the standards are to be developed; • WGs established to develop standards; • Work Groups members trained to develop competence-based qualification standards; • Financial means allocated; • Competence-based qualification standards for 10% of the offered qualifications drafted in accordance with the approved methodology and discussed with stakeholders; • Officially approved competence-based qualification standards ready to be introduced	• Report from the WG; • Records on the training; • Records on validation events; • MoES Decisions	2020	MoES, BAEHE/ bodies, Universities
2.2.1	Strengthen Universities' capacities for developing and maintaining the alumni data base	• Operational Alumni data base in all universities	• IT based functioning data bases in universities	2020	MoES, Universities
2.2.2	Introduce Methodology on graduates' permanent Tracer Study	• Data on Tracer Studies' results collected and analysed	• Data on Tracer Studies; • Analytical reports for consequent academic years; • Universities Rectors' decisions	2020	MoES, Universities
2.3.1	Identify foreign universities to establish partnership	• Agreements on networking with foreign universities concluded	• Memoranda on cooperation	2020	MoES, Universities

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
2.3.2	Launch students and professors exchange programmes	• Universities and professors and students involved in exchange programmes according with the outcome indicator	• Exchange programmes; • Reports on mobility, etc.	2020	MoES, Universities, National Agency for European educational programmes and mobility
2.4.1	Establish the Skills observatory[37]	• Institutionalised and fully staffed Skills Observatory[37]	• MoES Decisions	2020	MoES

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority III. Improve Availability and Enrolment System of Higher Education					
3.1	Adapt the buildings of Universities (faculties) for inclusive education	• Availability of higher education for those with physical disabilities is improved	• All buildings of universities (faculties) fully adapted to the educational needs of students with special needs	2020	MoES, Universities
3.2	Improve conditions of university dormitories	• Students are provided with decent accommodation conditions in all dormitories	• Fully refurbished university dormitories in all cities with at least 50% of all living places in total	2020 2025	MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.1.1	Adapt the buildings of Universities (faculties) for inclusion of students with physical disabilities	• Tenders for procurement of design services and construction works to adapt universities buildings for inclusion of students with physical disabilities organised; • Design for construction works with budget estimate completed; • All buildings of public universities (faculties) adapted for inclusion of students with physical disabilities	• Contract with a service provider (-s); • Financial documents; • Acts of Acceptance of the design services and construction works • MoES Decisions	2020	MoES, Universities

37 Activities as they are planned by the WB funded Skills development and Innovation Support project

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.2.1	Develop concept for maintenance of the dormitories	• WG established under MoES to develop the Concept; • Concept drafted and discussed with the key stakeholders; • Officially approved Concept on maintenance of the dormitories	• Records on discussion events; • MoES Decisions	2019	MoES, Dormitories
3.2.2	Organise improvement of university dormitories' conditions	• Tenders for procurement of design services and construction works to improve conditions of university dormitories organised; • Design for construction works with budget estimate completed; • Conditions in all dormitories fully improved	• Contract with a service provider (-s); • Acts of Acceptance of the design services and construction works • MoES Decisions	2025	MoES, Dormitories

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority IV. Improve Management and Funding of Higher Education					
4.1	Revise the university governance and management framework	• Autonomy of universities is guaranteed; • University governance and management is democratised and its effectiveness is increased; • Higher Education Council established; • Functional participation of students in the decision making processes at the university and faculty levels is enhanced	• Carried out analyses of the governance and management mechanisms; • Draft legal acts on new governance and management mechanisms	2020	MoES, Universities
4.2	Improve functioning of the Board for Trust and Cooperation with the Public (BTCP) at every university	• Cooperation of Universities with key stakeholders (business community, University Senate) are strengthened	• Carried out analysis of the functioning of BTCPs and recommendations for their improvement prepared and capacity reinforcement activities for the future proposed	2020	MoES, BTCP, Universities
4.3	Introduce a new funding system of Higher Education based on performance criteria	• Efficiency of use of financial resources allocated to Higher education is increased	• Operational mechanism of universities' funding based on the number of students and performance indicators	2020	MoES, Universities

4.4	Introduce mechanisms for incentivising business sector to invest in Higher education	Conditions for increased investments in Higher Education are in place	• Legislatively established incentives for employers	2020	MoES, Universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.1.1	Carry out analysis of Universities governance and management mechanisms	• Effectiveness of the Universities' existing governance and management mechanisms analysed; • Recommendations on revision of the mechanism drafted and discussed with the key stakeholders (including students); • Draft legal acts on amendments to the legislation	• Analysis Report • Universities' Rectors decisions	2018	MoES, Universities
4.2.1	Carry out analysis of the functioning of Boards for Trust and Cooperation with the Public (BTCP)	• Assessment of the functioning of the BTCP's conducted; • Recommendations on improvements of legal and institutional framework of BTCP's work provided	• Analysis Report • New bylaws developed and adopted, including standardised reports and reporting mechanisms	2018	MoES, universities
4.3.1.	Develop a new mechanism of allocation of financial resources to universities	• WG established to develop the mechanism; • Financial means allocated; • International experience studied; • Mechanism including calculation of necessary funds drafted and discussed with the key stakeholders; • Mechanism officially approved for piloting	• Report from the WG; • Records on discussion events; • Universities' Rectors decisions; • MoES Decisions	2019	MoES, Universities
4.3.2	Pilot new funding mechanism	• New funding mechanism piloted in 2 universities; • Improvement needs of the mechanism identified at universities	• Report on piloting the new funding mechanism with recommendations on improvement	2019	MoES, Universities
4.3.3	Improve and officially introduce new funding mechanism of universities	• Officially approved mechanism of funding based on the number of students and performance indicators; • Draft legal acts on amendments to the legislation	• Universities' Rectors decisions; • MoES Decisions	2020	MoES, Universities
4.4.1	Develop a mechanism for incentivising business sector to invest in Higher education	• WG established to develop the mechanism; • International experience studied; • Mechanism drafted and discussed with the key stakeholders; • Draft legal acts on amendments to the legislation	• Report from the WG; • Records on discussion events; • Universities' Rectors decisions; • MoES Decisions	2020	MoES, Universities

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority V. Support Research and Innovation					
5.1	Establish an institutionalised mechanism of tripartite "State-Academy-Business community" cooperation	• Sustainable support to, and targetedness of, research and innovation are in place	• Established National Council for Higher Education, Science, Innovation and Technologies; • 10 research projects in implementation	2025	MoES, FITD, NCHESIT, Universities
5.2	Improve the mechanism of identification of priority thematic areas for research and innovations	• Efficiency of use of financial resources allocated to Research and innovation is increased	• Operational mechanism of identification of priority thematic areas for research and innovation	2020	MoES, NCHESIT
5.3	Strengthen research infrastructure (centres of excellence, accelerators, centres for technology transfer) in selected universities	• Scientific research is in line with the contemporary needs of technology development	• 24 laboratories in public universities which are equipped according to the high-technologies requirements are accredited; • Fully operational National Office for Transfer of technologies; • Share of private founding mobilised as a percentage of FITD investments in innovation activities; • Percentage of beneficiaries that signed collaborative agreements between firms and academia • Number of companies accelerated via the FITD Accelerator programme; • Permanent access of the research centres to the reliable sources of scientific database (e.g. Web of Science, Elsevier, Scopus, EBSCO)	2020	MoES, FITD, NTTO

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.1.1	Establish the NCHESIT	• Fully operational NCHESIT	• Records on discussion events	2019	MoES
5.1.2	Launch innovation/research projects targeted to the needs of the businesses	• Share of resources dedicated to FITD have been disbursed • Technology development (FITD) instruments: - At least 5% in the first year, at least 20% in the second year, at least 50% in the third year, at least 80% in the fourth year and at least 100% in the fifth year; • Number of companies accelerate via the FITD accelerator programme: 5 companies in the first year, at least 10 companies in the second year, at least 15 companies in third year; • Number of beneficiaries firms to introduce new/improved products: at least 5 companies in the first year, at least 15 companies in the second year, at least 25 companies in the third year, at least 30 companies in the fourth year; • Number of beneficiary firms to introduce new processes: at least 2 companies in the first year, at least 4 companies in the second year, at least 6 companies in the third year; • % of beneficiaries receiving training and mentoring: 40% in the first year, 50% in the second year, 60% in the third year and 70% in fourth year.	• Financial documents; • Research projects' documentation; • Semi-annual monitoring report; • Progress reports of FITD; • NCHESIT Decision	2020	MoES, FITD, NCHESIT
5.2.1	Revise mechanism of identification of priority thematic areas for research and innovations	• WG established under the NCHESIT; • Mechanism revised and approved by the NCHESIT with the key stakeholders; • Draft legal acts on amendments to the legislation	• Report from the WG; • NCHESIT Decisions; • MoES Decisions	2018	MoES, NCHESIT
5.3.1	Establish National Office for Transfer of Technologies (NTTO)	• NTTO established and operational; • IP related cases handled for industry as measured by number of patent landscape analysis (PA), patent field (P) and technology in-licensing (importation of technology); • Domestic inventions by RTIs commercialised as measured by number of patents filed (P), licences (L), and contract research (C)	• Fully operational National Office for Transfer of Technologies • NTTO Annual Internal Reports	2020	MoES, Chamber of Commerce, NTTO, Universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.3.2	Ensure funds necessary for access of the universities to the reliable sources of scientific database	• Justifications, calculations and legal acts on allocation of necessary fund drafted; • Necessary funds allocated to the universities	• Decisions of Universities	2020	MoES, universities

7.6 ADULT LEARNING AND EDUCATION

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority I. Improve qualifications (knowledge, skills and competences) of adults					
1.1	Establish the VNFIL System	Opportunity to validate competences acquired through non-formal and informal learning is provided to all citizens thus improving attractiveness of Lifelong Learning and increasing competitiveness of labour force	• VNFIL system established • System piloted on at least 3 qualifications with participation of at least 30 candidates	2025	MoES, MoL-SP, AEC, service providers
1.2	Increase effectiveness of primary education for adults	• Education level acquired by the population increased	• Revised Mechanism of primary education for adults; • Developed and piloted programmes based on 8 key competences	2020	MoES, AEC
1.3	Support completion of secondary education by adults	• Key competences of adults are improved	• At least 1,000 adults included in secondary education	2025	AEC, Municipalities, VET schools
1.4	Expand the scope of programmes for adults with special learning needs	• Learning opportunities of adults with special educational needs are Improved	• At least 5 certified and introduced programmes for people with special educational needs; • At least 25 people with special educational needs involved in certified adult learning courses	2020	AEC, service providers
1.5	Establish a sustainable model for completion of primary and secondary education by inmates and for participating in vocational training	• Conditions for inmates to complete primary and secondary general education and participate in VET are provided	• Selected and approved Model • Financial support for implementing education in correctional facilities provided • At least 10% of the inmates with primary/ secondary education completed the appropriate level of education or training	2020	MoES, MoJ, Correctional facilities,
1.6	Increase awareness about the importance and opportunities of ALE at all levels of society	• Motivation of adults to participate in courses is improved; • Opportunities of ALE are enhanced due to improved policy	• Concept of awareness raising and advocacy campaigns (workshops, forums, flyers, media, etc.) developed and agreed with the key stakeholders; • At least 4 regional and 1 national awareness raising and advocacy campaigns per year provided with policy makers, employers, providers, different categories of population	2025	AEC

---

38   This and the following activities are in accordance with the Roadmap for Implementing a System for Validation of Adult Education in the Republic of Macedonia elaborated in Cooperation with ETF.

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	Establish a VNFIL Coordinative Body linked with the NBMQF[38]	• Established VNFIL Coordinative body which steers and monitors VNFIL development and implementation on the basis of an annual work plan; • Defined scope of the VNFIL Coordinative Body	• Annual Work Plans of VNFIL Coordinative Body; • Minutes of the VNFIL Coordinative Body meetings	2018	MoES, AEC
1.1.2	Develop rules and procedures for VNFIL	• WG established under the VNFIL Coordinative Body to develop rules and procedures for VNFIL; • Rules and procedures on accreditation of institutions, certification of candidates and monitoring and quality assuring VNFIL provision adopted	• Report from the WG; • VNFIL Coordinative Body decisions; • MoES Decisions	2018	MoES, AEC
1.1.3	Develop methodological documents for VNFIL implementation	• Established WG under the VNFIL Coordinative Body, for developing methodological documents for VNFIL; • Developed Methodological document; • Developed tools for VNFIL	• Report from the WG; • VNFIL Coordinative Body decisions; • MoES Decisions	2018	MoES, AEC
1.1.4	Pilot the VNFIL system	• VNFIL procedures piloted for selected occupations (qualifications); • Evaluated results of piloting; • Approved revised rules and procedures guide	• Report on piloting results; • VNFIL Coordinative Body decisions; • MoES Decisions	2019	MoES, MoLSP, AEC, service providers
1.1.5	Develop appropriate legal and financial basis for VNFIL implementation	• WG established under the VNFIL Coordinative Body, legal and financial basis for VNFIL; • Draft amendments to the legislation necessary for ensuring appropriate legal and financial basis for VNFIL implementation	• Report from the WG; • VNFIL Coordinative Body decisions; • MoES Decisions	2020	MoES, AEC
1.1.6	Implement capacity building and institutional support for VNFIL	• Tenders for procurement of service on capacity building training and targeted institutional support to responsible institutions organised; • Appropriate number of specialist (Managers, Assessors, etc.) trained on implementation of VNFIL procedures; • Responsible institution fully equipped with necessary methodological resources and administrative tools for implementing the VNFIL system	• Contract with a company; • Report on provided trainings and institutional support; • Acts of Acceptance of the provided services; • Methodological resources and administrative tools available at the responsible institution • MoLSP Decisions	2020	MoES, AEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.7	Implement a public awareness raising campaign about VNFIL opportunities and benefits	• Tenders for procurement of awareness raising campaigns implementation services organised; • At least 8 regional and 2 national awareness raising campaigns (events) implemented	• Contract with a service provider (-s); • Awareness raising campaigns evidences (e.g. records, printed, photo, video and other materials, reports, interviews, etc.); • MoES Decisions	2025	MoES, AEC
1.2.1	Revise the mechanism of primary education for adults	• WG established to develop the adult education system; • Financial means allocated; • Mechanism of primary education for adults revised and discussed with the key stakeholders; • Officially approved mechanism of primary education for adults	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, AEC
1.2.2	Develop and pilot programmes based on 8 key competences within primary education for adults	• Developed programmes based on 8 key competences; • Piloted draft programmes; • Improved and adopted programmes for 8 key competences	• Contract with a service provider (-s); • Training Programme; • Records on provided courses and graduation; • MoES Decisions	2020	MoES, AEC
1.3.1	Completion of secondary VET for adults	• 10 municipalities included in organisation of secondary VET for adults; • 1,000 adults included in secondary VET	• Records on provided courses and graduation; • MoES Decisions	2025 (ongoing)	AEC, Municipalities, VET schools
1.4.1	Organise development of programmes for people with special needs	• Selected providers for development of programmes; • Financial means allocated; • At least 5 training programmes for people with special educational needs developed and certified	• Records on completion of the programmes; • MoES Decisions	2020	MoES, AEC, service providers
1.4.2	Organise training for people with special educational needs according with the certified programmes	• Trainings delivered by the selected providers of ALE; • At least 25 people with special educational needs involved in certified adult learning courses	• Contract with service provider(-s); • Training Programme; • Acts of Acceptance of provided training services; • Records on provided courses and graduation; • MoES Decisions	2020	Service providers

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.5.1	Develop and pilot a model for education in correctional facilities	• WG established to propose a model; • A model including a funding scheme and calculations of necessary financial resources, drafted and discussed with the key stakeholders; • The agreed model piloted in correctional facilities and modified based on the piloting results; • Legal acts on implementation of the model drafted	• Report from the WG; • Records on discussion events; • MoES and MoJ Decisions	2020	MoES, MoJ, AEC
1.5.2	Implement primary, secondary education and vocational training in correctional facilities	• Introduced programmes for primary, secondary education and vocational training; • Accredited institutions selected for providing education/training in prison; • At least 10% of the inmates without primary/secondary education completed the appropriate level of education or training	• Reports of education and training process and the learners' achievements • MoES and MoJ Decisions	2020	MoES, MoJ, Correctional facilities
1.6.1	Organise awareness raising and advocacy campaigns implementation services	• Developed concept on awareness raising and advocacy campaigns with an Action Plan; • Tenders for procurement of Awareness raising and advocacy campaigns implementation services organised; • At least 4 regional and 1 national awareness raising and advocacy campaigns (events) per year implemented with policy makers, employers, providers, different categories of population, according to the Action Plan	• Contract with a service provider (-s); • Awareness raising campaigns implementation evidences (e.g. records, printed, photo, video and other materials, reports, interviews, etc.); • Acts of Acceptance of the service provision • MoES Decisions	2020 (ongoing)	MoES, AEC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Improve Content and Quality of Adult Learning and Education Provision					
2.1	Revise and simplify the procedure of verification of non-formal education for adults and verification of providers for adult education	• Pre-conditions for increasing the number of providers for ALE for adults and for expanding the scope of qualifications offered in accordance with the Labour market needs are in place	• Revised procedure of verification and implementation of non-formal adult learning and education providers approved and introduced	2020	MoES, AEC

№				Deadline	Responsible
2.2	Revise and improve ALE provision monitoring procedures and external quality evaluation mechanisms	Pre-conditions for quality assurance in ALE provision are in place	• Revised system of quality monitoring in ALE with clearly defined procedures	2022	AEC, SEI
2.3	Operationalise a National system of training of Adult Educators	Quality of ALE provision is improved as a result of strengthened professional competences of Adult Educators	• Legislatively introduced system of Adult Educators' training; • Officially approved Professional standards and Job profiles of Adult Educators; • Adopted programmes of Adult Educators' training; • At least 50 Adult Educators passed the training	2025	MoLSP, AEC, AE Council, VET Council, service providers

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	Organise revision of the procedure of non-formal education programmes and providers verification	• WG established to revise the procedure; • Financial means allocated; • New procedure drafted and discussed with the key stakeholders; • Draft legal act on approval of the Procedure; • Officially approved procedure for non-formal education and adult learning providers verification	• Report from the WG; • Records on discussion events; • MoES Decisions	2019	MoES, AEC
2.1.2	Establish procedures for external evaluation of the verified programmes' participants	• Draft procedures for external evaluation of the verified programmes' participants; • Draft legal acts on amendments to the legislation	• MoES Decisions	2020	MoES, AEC
2.2.1	Organise revision of the system of quality monitoring in ALE	• WG established to revise the quality monitoring system; • Financial means allocated; • Revised system of quality monitoring in ALE with clearly defined procedures drafted and discussed with the key stakeholders; • Draft legal act on approval of the System; • Officially approved revised system of quality monitoring in ALE and instructions on its introduction; • Revised and approved monitoring tools	• Report from the WG; • Records on discussion events; • MoES Decisions	2018	MoES, AEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.2.2	Train the staff of the State Educational Inspectorate on provision of inspection supervision	• Tenders for procurement of training services organised; • 80% of the state inspectors trained on the inspection supervision techniques	• Contract with a service provider(-s); • Training programme; • Records on training provision; • MoES Decisions	2020	MoES, AEC, SEI
2.3.1	Development of Professional standards and Job profiles of Adult Educators	• WG established to develop the Professional standards and Job profiles; • Financial means allocated; • Standards and Job profiles drafted and discussed with the key stakeholders; • Draft legal acts on introduction of the system; • Officially approved Professional standards and Job profiles of Adult Educators and instructions on their introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2019	MoES, MoLSP, AEC, AE Council, VET Council
2.3.2	Develop programmes for training of Adult Educators	• Developed 5 new programmes for ToT for adult education	• Contract with a service provider; • AEC Decisions on approval of the Adult Educators' training programmes	2025 (ongoing)	AEC, service providers
2.3.3	Adult Educators' training services	• Tenders for procurement of Adult Educators' training services organised; • 50 Adult Educators passed the training according to the new programmes	• Contract with a service provider (-s); • Training Programme; • Records on training process; • MoES Decisions	2025 (ongoing)	MoES, AEC, service providers

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority III. Improve Legislation, Organisation and Management of Adult Learning and Education					
3.1	Improve the ALE funding scheme	• Financial base necessary for sustainable functioning and development of the ALE system are ensured	• A separate line for ALE in the State Budget with allocated at least 1.5% of the total budget of education	2025	MoES
3.2	Develop the IT system of ALE programmes and providers-	• Up-to-date statistical data on ALE system is available and allows to take evidence-based policy decision	• Concept on collection and processing of statistical data on the ALE system; • Operational ALE IT system	2018	AEC

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.3	Prepare a base for introduction of mechanisms for incentivising employers to invest in ALE	Opportunities and options for establishing pre-conditions for increased investments in ALE are identified	• Provided feasibility analysis of establishing incentives for employers (including trainees' security, machinery insurance, mentoring and training materials provision mechanisms) to invest in Adult education and training and recommendations agreed with all key stakeholders	2025	MoES, AEC
3.1.1	Organise development of ALE funding scheme	• WG established to develop amendments in the legislations; • Financial means allocated; • ALE funding scheme including calculations (formula) drafted and discussed with the key stakeholders; • Draft legal acts on introduction of the funding scheme; • Officially approved ALE funding scheme and instructions on its implementation; • Draft State Budget laws of consequent years contain separate lines for ALE funding at the level of at least 1.5% of the total budget of education	• Report from the WG; • Records on discussion events; • MoES Decisions	2025	MoES
3.2.1	Establish operational ALE IT system	• Tenders for procurement of operational ALE IT system development service organised; • ALE IT system installed in the AEC and fully functional according to the approved Concept on collection and processing of statistical data on the NE and AE system	• Contract with a service provider (-s); • Acts of Acceptance of the provided service; • MoES Decisions	2017	MoES
3.3.1	Provide feasibility analysis of establishing incentives for employers to invest in Adult education and training and recommendations agreed with all key stakeholders	• Tenders for procuring service on feasibility analysis organised; • identified Opportunities and options for establishing incentives for employers (including trainees' security, machinery insurance, mentoring and training materials provision mechanisms) to invest in Adult education and training	• Contract with service provider (-s); • Feasibility analysis Report endorsed by MoES; • Acts of Acceptance of the provided service; • MoES Decisions	2025	MoES, AEC

7.7 GENERAL ISSUES

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority I. Improve and Harmonise Legislative Base of Education					
1.1	Revise, improve and harmonise existing legislation in the field of education	• Education legislation is consistent and supports implementation of reforms and development	• Daft laws on amendments to the existing laws related to education	2020	MoLSP, MoES
1.2	Develop a new Law on higher education	• The level of Universities' administrative, financial and academic autonomy and accountability is increased • Effectiveness of universities functioning is improved • Significant participation of students in decision making bodies in Higher Education is enabled	• Draft law on higher education	2018	MoES, Universities

№	Activities	Output indicator	Source of verification	Deadline	Responsible
1.1.1	Review the existing legislation in the field of education	• WG established to review the legislation; • Financial means allocated; • Analysis results with identified inconsistences (contradictions) and with recommendations on the revision of the legal acts discussed with the key stakeholders	• Report from the WG; • Records on discussion events; • MoLSP and MoES Decisions	2018	MoES, MoLSP, universities
1.1.2	Develop legislative modifications to the existing legislation in the field of education	• WG established to draft amendments to the legislation; • Financial means allocated; • Legal acts on amendments to the legislation drafted and discussed with the key stakeholders; • Draft legal acts on amendments to the legislation submitted	• Report from the WG; • Report on discussion events; • MoLSP and MoES Decisions	2018	MoLSP, MoES
1.1.3	Analysis of and support for gradual transformation of some special schools into resource centres	• WGs on reviewing legislation established; • Financial means allocated; • Analysis with recommendations completed and discussed with key stakeholders.	• Report from the WG; • Report on discussion events	2019	MoLSP, MoES, universities

1.1.4	Gradual introduction of differential approach in the teaching process – adjustment of the teaching process as a response to learning of pupils with special educational needs or social care needs	• WGs for preparing the introduction to a differential approach in the teaching process established; • Financial means allocated; • Analysis with recommendations completed and discussed with key stakeholders; • Legal acts for amendments to legislation drafted and discussed with key stakeholders; • Guides drafted; • Training completed	• Report from the WG; • Report on discussion events; • Reports on training completed; • MoLSP and MoES decisions	2025	MoLSP, MoES, universities
1.1.5	Develop resources for implementation of the differential approach for pupils with serious learning difficulties and intellectual disability	• WGs for developing different resource aids established; • Financial means allocated; • Legal acts for amendments to legislation drafted and discussed with key stakeholders; • Resource aids developed and discussed with key stakeholders; • Guides drafted; • Training completed	• Report from the WG; • Report on discussion events; • Reports on training completed; • MoLSP and MoES decisions	2025	MoLSP, MoES, universities
1.2.1	Draft Law on higher education that allows for administrative, financial and academic autonomy of universities and harmonisation of higher education with European recommendations	• WG established to develop draft Law on higher education; • Financial means allocated; • International experience studied; • First draft law developed and discussed with all key stakeholders, including students; • Draft law improved (with consideration of the public discussions results) and submitted	• Report from the WG; • Report on public discussion events and their results; • MoES Decisions	2018	MoES, Universities
1.2.2	Develop sub-legal acts on higher education	• WG established to draft sub-legal acts; • Financial means allocated; • Sub-legal acts drafted and discussed with the key stakeholders; • Approved sub-legal acts ensuring effective application of the Law on higher education	• Report from the WG; • Records on discussion events; • Universities' Rectors decisions, MoES Decisions	2019	MoES, Universities

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority II. Improve Statistical Data Collection System and Education Management Information System (EMIS)					
2.1	Revise the structure, content of, and the mechanisms of access to, EMIS	• EMIS covers all levels of education and is an effective tool for evidence based policy making in the field of education	• Comprehensive (in terms of education levels coverage) and fully functional EMIS, containing up-to-date and accurate data and available to all main stakeholders authorised as users	2020	MoES, MoLSP, MoISA, SSO, BDE, NEC, SEI, PS, DDPELEC, Educational institutions
2.2	Improve the official statistical data collection system	• Efficiency of the statistical data collection, processing and publishing by SSO, are increased	• SSO is using EMIS administrative data to prepare official education data; • Statistical data published by the SSO support the MoES needs for education data	2020	MoES, SSO
2.3	Improve capacities of human resources to manage, analyse and use statistical data for management and governance purposes	• Corresponding staffs at all levels of the education system are able to fully use statistical information for effective management and governance of education and for the evidence based policy design	• All schools have an employee assigned for providing data for EMIS and SSO; • Policy papers, planning documents, reports, studies, etc. at all levels based on purposeful use and analysis of statistical information	2020	MoES, MoLSP, BDE, NEC, SEI, PS, DDPELEC, Educational institutions

№	Activities	Output indicator	Source of verification	Deadline	Responsible
2.1.1	Identify the needs of the EMIS users	• WG established; • Results of analysis discussed with the key stakeholders	• Report from the WG; • Records on discussion events • MoES Decisions	2018	MoES, MoLSP, MoISA, SSO, BDE, NEC, SEI, PS, DDPELEC, Educational institutions
2.1.2	Develop regulation on EMIS operation and use	• Officially established WG to develop regulation; • Financial means allocated; • Regulation drafted and discussed with the key stakeholders; • Officially approved regulation on EMIS operation and use	• Report from the WG; • Records on discussion events • MoES Decisions	2018	MoES

No.	Activity	Indicators	Means of verification	Year	Responsible institutions
2.1.3	Revise structure, content of, and the mechanisms of, access to EMIS	• Tender procedure implemented; • EMIS software revised; • Necessary hardware purchased and installed	• Contract with a service provider (-s); • EMIS operational according to its new regulation, structure and content, and available to the authorised users; • Manuals on EMIS available to all users; • MoES Decisions	2018	MoES
2.2.1	Improve the cooperation between SSO and MoES on statistical education data collection and publication	• List of MoES requirements to SOO for statistical data analysis • List of SOO requirements to MoES for statistical data collection at pupil and teacher level completed; • Memorandum for Cooperation to meet the needs of MoES and SSO • Trained staff for using EMIS for SSO data collection needs	• Signed Memorandum for Cooperation between MoES and SSO • MoES Decisions	2018	MoES, SSO
2.3.1	Train corresponding staffs of all educational institutions on provision of data to EMIS and SSO and on usage of statistical data for management purposes	• Tenders for procurement of training services organised; • Managers and other corresponding staffs of all educational institutions trained	• Contract with service provider (-s); • Acts of Acceptance of the implemented trainings; • Records on implemented trainings; • MoES and MoLSP Decisions	2018	MoES, MoLSP SSO, Educational institutions
2.3.2	Train MoES, MoLSP and other relevant public institutions staffs on access the and use of EMIS data (according to its regulation)	• Tenders for procurement of training services organised; • Corresponding staffs of MoES, MoLSP and public institutions trained	• Contract with service provider (-s); • Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES and MoLSP Decisions	2018	MoES, MoLSP, BDE, NEC, SEI, PS, DDPELEC
2.3.3	Train MoES, MoLSP and other relevant public institutions staffs on statistical data analysis and use for policy design	• Tenders for procurement of training services organised; • Corresponding staffs of MoES, MoLSP and public institutions trained	• Contract with a service provider (-s); • Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES and MoLSP Decisions	2019	MoES, MoLSP, BDE, NEC, SEI, PS, DDPELEC

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority III. Ensure Wide Use of ICT in Education and Training and Digital Literacy					
3.1	Ensure use of ICT in learning process	• Effectiveness of education process is increased through use of IC technologies; • Teachers and learners are acquiring necessary digital skills	• Approved standards for the use of ICT at all levels of education; • Necessary ICT equipment provided to at least 50% of public educational institutions; • Educational software for the ICT use developed according to the standards and provided to the users; • Teachers of the equipped institutions trained on the use of ICT in the education process	2020 2015	*MoES, MoLSP, MoISA, BDE, VETC, Municipalities, City of Skopje*
3.2	Establish a unified electronic platform of teaching, learning and methodological resources	• Conditions and environment for staffs' professional self-development and for share of experience are ensured; • Efficiency of provision of didactic materials to staff and learning materials to learners and availability of pedagogical innovations are improved	• Fully operational e-platform with up-to-date teaching and learning resources available to all staff at all educational levels, children, students and learners	2020 2025	*MoES, MoISA, BDE*
3.3	Establish a Mathematical - ICT Gymnasium (high school) and/or ICT classrooms specialised in computer science and mathematics	• Interest to the ICT among young generation is increased; • Pre-conditions for preparation of future highly qualified ICT specialists is in place	• Operational Mathematical - ICT Gymnasium and/or ICT classrooms with continuous education process for the first generation of pupils; • Opportunity to increase the number of seats at the Gymnasium/classes every next year, in line with the increased number of classes	2020 2015	*MoES, MoISA, BDE*
3.4	Introduce modern ICT qualifications at the VET level	• New generation of ICT technicians is available to develop, promote, participate and utilise Information society	• Launched educational process of at least one generation of students in VET schools; • Learning outcomes defined by the curricula (qualification standards) ensuring proper professional quality of graduates	2020	*MoES, MoISA, VETC*

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.1.1	Organise development of standards and procedures for the use of ICT by levels of education	• WGs established to develop standards; • Financial means allocated; • Standards drafted and discussed with the key stakeholders; • Officially approved standards for the use of ICT at all levels of education and according to the learners age	• Report from the WG; • Records on discussion events • MoLSP, MoES, MoISA Decisions	2022	MoES, MoLSP, MoISA, BDE
3.1.2	Full inventory of educational institutions' needs in terms of ICT equipment according to the new standards	• Tenders for procurement of institutions' needs inventory service organised; • Inventory results with identified needs of all educational institutions; • Educational institutions (at least 50% of the public ones) selected according to the inventory results and the pre-defined selection criteria	• Contract with a service provider (-s); • Mapping Report endorsed by MoES; • Catalogue of training equipment and furniture to be delivered to education institutions; • MoES Decisions	2019	MoES, MoLSP, MoISA, BDE, VETC, Municipalities, City of Skopje
3.1.3	Organise procurement of ICT equipment and educational software for ICT use according to the standards	• Tender procedure implemented; • All selected educational institutions provided with ICT equipment; • Software installed in the selected educational institutions; • Staffs trained on the safe use of ICT equipment	• Contract with a provider (-s); • Acts of Acceptance of the ICT equipment delivery and instalment; • Functional and deployed hardware components and operational software in the selected institutions; • Materials on training on the use of the ICT equipment • MoES, MoLSP, MoISA Decisions	2025	MoES, MoLSP, MoISA, BDE
3.1.4	Train the staffs on the use of ICT (hardware and software) in teaching process according to the standards	• Training provider(s) selected; • Training programme (including all necessary modules and training materials) prepared; • All staffs of the selected institutions trained; • Manuals on the use of ICT in teaching process provided to all institutions	• Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES and MoLSP Decisions	2022	MoES, MoLSP, MoISA, BDE
3.1.5	Develop e-service for students' application/ enrolment to secondary schools	• Tender procedure implemented; • E-service developed and integrated with the existing systems and/or databases and National portal for e-services; • School administrators trained for using the service; • MoES employees trained for administering the service	• Functional e-service	2022	MoES, MoLSP, MoISA

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.2.1	Develop concept, structure, work programme and regulation on the Platform	• WG established to develop the Concept and the regulation; • Financial means allocated; • International experience studied; • The concept and regulation on the Platform including its structure and work programme, drafted and discussed with the key stakeholders; • Officially approved concept and regulation on the Platform and instructions on their introduction	• Report from the WG; • Draft legal act on approval of the concept, structure, work programme and regulation of the Platform; • Records on discussion events; • MoES, MoLSP, MoISA Decision	2019	MoES, MoLSP, MoISA, BDE
3.2.2	Develop a unified electronic platform of teaching, learning and methodological resources	• Tender for procurement of unified electronic platform organised; • Electronic portal developed, tested and ready for piloting	• Contract with a service provider (-s); • Financial documents; • Acceptance acts on provision of services; • MoES Decisions	2022	MoES, MoISA, BDE
3.2.3	Pilot the electronic platform	• Selected schools where platform will be piloted; • Identified needs of the platform improvement	• Report on piloting results endorsed by MoES	2022	MoES, Schools
3.2.4	Improve and launch the electronic platform	• Functional e-platform for teaching, learning and methodological resources; • Appropriate institution provided with access to the platform and its employees trained for administering the platform	• Electronic platform available; • Records on the trainings; • Manuals for using the platform developed, published and distributed	2022	MoES, MoISA, BDE
3.2.5	Develop and publish e-content	• Identified and determined areas/subjects and topics for developing e-content; • Tender for procurement of unified e-content organised; • E-content developed, published and promoted for usage	• Selected lessons for e-content; • Contract with a service provider (-s); • Acceptance of the e-content from educational experts; • E-content accessible for the teachers and learners	2022	MoES, MoISA, BDE
3.3.1	Develop the concept and the format of the Mathematical - ICT Gymnasium and/or ICT classrooms	• WG established to develop the Concept; • Financial means allocated; • The concept on the ICT Gymnasium and/or ICT classrooms, including requirements to the facilities, the staff and criteria and procedures for pupils' enrolment, drafted and discussed with the key stakeholders; • Officially approved concept and instructions on its introduction	• Report from the WG; • Draft legal act on approval of the ICT Gymnasium concept; • Records on discussion events; • MoES, MoISA Decisions	2019	MoES, MoISA, BDE

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.3.2	Officially establish the Mathematical - ICT Gymnasium and/or ICT classrooms and provide necessary facilities	• Approved Charter and the staff structure; • Tenders procedure for design and construction (renovation) works implemented; • Tenders procedure for procurement of equipment and didactic resources implemented; • Building facilities, equipment, furniture and didactic resources according to Concept and the Standards provided	• Contract with a service provider (-s); • Acts of Acceptance of the works and supply • MoES decisions	2025	MoES, MoISA, BDE
3.3.3	Employ and train the staff at the Mathematical – ICT Gymnasium	• Officially established Board for selection of the staff members; • Tenders for procurement of training services organised; • All staff members trained according to the Concept, Professional standards and Job profiles	• Staff record books of the Gymnasium/classes (Directors' Decisions); • Contract with a service provider (-s); • Training Programme and materials; • Acts of Acceptance of the training provision; • Records on implemented trainings; • MoES Decisions	2025	MoES, BDE, Gymnasium
3.3.4	Develop curricula and subject programmes	• Officially established WGs to develop the curricula and subject programmes; • The curricula and subject programmes drafted and discussed with the key stakeholders; • Officially approved curricula and subject programmes of the ICT Gymnasium/classes and instructions on their introduction	• Report from the WG; • Draft legal act on approval of the curricula and subject programmes; • Records on discussion events; • Director's Decisions	2025	MoES, BDE, Gymnasium,
3.3.5	Enrol the pupils and launch education process	• First generation of pupils enrolled in ICT education according to the admission procedure	• Records on admission process; • Records on the education process; • Opportunity for enrolment at the Mathematical - ICT gymnasium offered by an announcement for enrolment of pupils published at public secondary schools in Macedonia; • Director's Decisions	2025	MoES, BDE, Gymnasium

№	Activities	Output indicator	Source of verification	Deadline	Responsible
3.4.1	Develop qualification standards for the new ICT qualifications based on learning outcomes	• WGs established to develop standards; • Work Groups members trained to develop qualification standards based on learning outcomes; • Financial means allocated; • Qualification standards based on learning outcomes for at least 3 ICT qualifications drafted and validated by stakeholders; • Officially approved qualification standards based on learning outcomes ready to be introduced	• Records on the WG members' training; • Report from the WG; • MoES Decisions	2019	MoES, VETC
3.4.2	Develop curricula (modules) for the new ICT qualifications	• WGs established to develop curricula (modules); • Financial means allocated; • Modular curricula and modules drafted and discussed with the key stakeholders; • Officially approved modular curricula and modules and instructions on their introduction	• Report from the WG; • Records on discussion events; • MoES Decisions	2020	MoES, VETC
3.4.3	Organise enrolment of students in the ICT field (sector)-s)	• Around 60 students enrolled in line with the 3 ICT standards on ICT qualifications	• Records on enrolment; • Teaching and learning materials available at the corresponding VET schools; • VET institutions decisions	2020	MoES, VETC, schools

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority IV. Strengthen Social Partnership and Improve Policy Dialogue in Education					
4.1	Establish a Social Partnership structure for the Education sector	• Social partnership in the education sector is institutionalised	• Officially established and fully operational Education Policy Development Board (EPDB) with dully representation of the Social Partners	2020 2025	MoES, other public bodies and social partner organisations
4.2	Develop education policy dialogue capacities of the social partners	• Social partners are able to effectively deliver education policy dialogue	• Trained members of EPDB and other relevant representatives of public bodies and organisations, and social partner organisations	2020 2025	MoES, other public bodies and social partner organisations

№	Activities	Output indicator	Source of verification	Deadline	Responsible
4.1.1	Provide feasibility analysis of establishing the EPDB	• Tender procedure for procuring service on feasibility analysis implemented; • Analysis results with recommendations on feasibility, possible options and a concept for establishing the EPDB	• Contract with a service provider (-s); • Feasibility analysis Report endorsed by MoES; • MoES Decisions	2018	MoES
4.1.2	Provide negotiations with the relevant organisations on the EPDB establishment	• Preliminary agreement on establishment of the EPDB and its statutory aspects	• A memorandum on establishing the EPDB signed by all relevant parties	2018	MoES, other public bodies and social partner organisations[39]
4.1.3	Organise the formal procedure of EPDB establishment	• Officially established EPDB; • Criteria for participation and work at EPDB developed	• MoES decisions	2018	MoES
4.1.4	Ensure smooth operations of the EPDB	• Regular meeting held by the EPDB; • Financial means allocated	• Minutes of the EPDB meetings	2025	MoES, EPDB member organisations
4.2.1	Organise EPDB members' training needs assessment	• Report on the assessment needs; • Indicative training plan developed	• Report on the assessment needs; • Indicative training plan	2020 2025	MoES
4.2.2	Training on policy dialogue for the EPDB members and representatives of other public bodies and social partner organisations	• At least 30 people trained	• Contract with a service provider (-s); • Training Programme; • Acts of Acceptance of provided training services; • MoES Decisions	2020 2025	MoES, other public bodies and organisations, social partners

---

[39] According to the EPDB feasibility analysis recommendations.

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority V. Operationalise the Macedonian Qualifications Framework					
5.1	Further development of MQF	• Preconditions for harmonised development of the MQF are in place; • Public awareness on MQF and all its components is raised and visibility of MQF for stakeholders and wider public is ensured	• Full Package of documentation on MQF including glossaries, reports, methodologies, procedures, and guidelines developed, published and disseminated	2020	MoES,
5.2	Set up MQF structures	• Institutional capacities for effective governing of MQF and for stakeholders' involvement are enhanced	• Officially established MQF structures with dully involvement of the key stakeholders and with clearly defined roles and responsibilities	2020	MoES, MoLSP, NBMQF, BDE, VETC, CAE
5.3	Include qualifications into the MQF	• A comprehensive system of qualifications awarded in Macedonia according to the MQF and a Register are established	• Consistent system on qualifications with MQF levels, opened for new qualifications; • Macedonian qualifications Register established; • Human resources able to manage MQF Register and effectively work with MQF processes	2020	MoES, MoLSP, BDE, VET Centre, CAE, Sectoral Qualification Commissions and NBMQF, MQF Register
5.4	Establish MQF Quality assurance system	• Credibility of the qualifications awarded in Macedonia is protected	• Functioning institutions and procedures of qualifications quality assurance; • Human resources trained to take their roles related to the MQF Quality assurance professionally and effectively	2020	MoES, BDE, NBMQF, VETC, NEC, SEI, MQF bodies

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.1.1	Develop the key concepts related to the MQF	• Reviewed curricula; • Conducted events; • Developed documents	• At least 2,000 copies of Glossary published, disseminated and on web-page; • Reports and evidence materials on the conducted events; • Documents endorsed by MoES; • MoES and other relevant public institutions and bodies' decisions	2018	MoES
5.1.2	Drafting a EQF Referencing Report of the Macedonian Qualifications Framework and Self-Certification to the QF-EHEA	• Updated EQF referencing report; • Developed Roadmap; • Conducted meetings	• Report drafted; • At least 1,000 copies of EQF referencing report published and disseminated and report published on the web-page; • Roadmap endorsed by MoES and published on web-page; • Reports and evidence materials on the conducted events	2020	MoES
5.2.1.	Develop by-laws, rulebooks, methodologies, protocols, guidelines and other acts relevant for NQF structures	• Officially established WGs to develop the documents; • Documents drafted and discussed with the key stakeholders; • Officially approved by-laws, rulebooks, methodologies, protocols, guidelines and other acts	• Report from the WG; • Records on discussion events; • MoES decisions	2018	MoES
5.2.2	Establish MQF structures	• Sectorial qualifications commissions established	• MoES decisions	2018	MoES
5.2.3	Define roles and responsibilities of different stakeholders to implement MQF	• Clearly defined and agreed roles of the stakeholders	• Memoranda and protocols signed with all stakeholders for development and implementation of the MQF	2018	MoES, all relevant stakeholders[40]
5.2.4	Organise capacity building of the stakeholders involved in MQF structures	• Tenders for procurement for capacity building services organised; • At least 50 members of MQF structures trained	• Contract with service provider(-s); • Training Programme; • Acts of Acceptance of provided training services; • NBMQF decisions; • MoES decisions	2018	MoES, NBMQF

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.2.5	Analyse the established MQF system on structural and systemic levels	• WG established to provide analysis; • Financial means allocated; • Needs for improvement of the system Identified and discussed with the key stakeholders	• Report on analysis of the system with recommendations on improvements of institutional and administrative set-up, and the regulatory base; • MoES Decisions	2018	MoES, MoLSP, VETC, AEC, BDE, NBMQF, other stakeholders
5.3.1	Develop Guidelines on learning outcomes and dissemination	• WG established to develop the Guidelines; • Financial means allocated; • Guidelines drafted and discussed with the key stakeholders; • Guidelines officially approved and disseminated, with clearly defined rules, ways and conditions of developing and implementing effective learning outcomes and using them by various users	• Records on discussion events; • Guidelines published on webpage; • Evidence materials (booklets, leaflets, records, etc.) on dissemination of guidelines; • NBMQF decisions; • MoES decisions	2018	MoES, BDE, VET Centre, AEC, Universities NBMQF, other stakeholders
5.3.2	Develop Guidelines on including existing and new qualifications into the MQF	• Officially established WG to develop the Guidelines; • Financial means allocated; • Guidelines drafted and discussed with the key stakeholders; • Officially approved and disseminated guidelines on inclusion of qualifications in MQF (including levelling procedures)	• Records on discussion events; • Guidelines published on webpage; • Evidence materials (booklets, leaflets, records, etc.) on dissemination of guidelines; • NBMQF decisions; • MoES decisions	2018	MoES, BDE, VET Centre, AEC, Universities NBMQF, other key stakeholders
5.3.3	Build capacity of various actors according to their roles related to MQF	• Tenders for procurement of capacity building services organised; • At least 100 people trained	• Contract with a service provider (-s); • Training Programme; • Acts of Acceptance of provided training services; • NBMQF decisions; • MoES Decisions	2018	MoES, BDE, VET Centre, AEC, Universities NBMQF, other stakeholders
5.3.4	Include the existing qualifications into MQF	• All relevant qualifications existing by the introduction of MQF revised (levelled) and included in MQF	• NBMQF decisions • MoES decisions	2018	MoES, BDE, VET Centre, AEC, Universities NBMQF, other key stakeholder

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.3.5	Develop the MQF Register	• Scheme of the institutional structure of the register developed and approved; • IT instruments (data bases, templates of application, the register portal, etc.) for the MQF Register functioning	• Records on discussion events; • Fully operational web-portal of the MQF Register; • NBMQF decisions; • MoES decisions	2019	MoES, BDE, VET Centre, AEC, NBMQF
5.3.6	Establish a mechanism of qualifications levelling and inclusion in MQF	• Officially established WG to evaluate the mechanism; • Financial means allocated; • Improvement needs of the mechanism identified and discussed with the key stakeholders	• Records on discussion events; • Report on evaluation of the mechanism with recommendations on improvements; • NBMQF decisions; • MoES decisions	2019	MoES, BDE, VET Centre, AEC, NBMQF, Register
5.3.7	Develop new qualifications according to the MQF	• Launched process of designing, levelling, approval of qualifications and their inclusion into the Register; • Applications for new qualifications; • At least 120 new qualifications included into the MQF	• NBMQF decisions; • MoES decisions	2020	MoES, BDE, VET Centre, AEC, NBMQF, Register
5.4.1	Analyse the existing Quality Assurance system and plans for its improvement	• WG established to provide the analysis; • Financial means allocated; • Analytical Report on the elements and procedures of the existing QA evaluating their appropriateness and effectiveness in against requirements established by the relevant EU structures and with recommendations on necessary improvements, endorsed by MoES and the NBMQF	• Report from the WG; • NBMQF decisions; • MoES decisions	2018	MoES, BDE, VET Centre, AEC, NEC, BAEHE, NBMQF
5.4.2	Align QA system with EQVET and EHEA	• Full description of the QA systems for higher education with prospects to be a member of EQAR; • Accepted application for the EQVET membership • Full description of the QA system for VET qualifications.	• Official MoES correspondence with EQVET • NBMQF decisions; • MoES decisions;	2019	MoES, NBMQF, VETC, Universities, BAEHE/bodies

№	Activities	Output indicator	Source of verification	Deadline	Responsible
5.4.3	Develop guidelines on the QA at all levels of the education system	• WG established to develop the Guidelines; • Financial means allocated; • Guidelines on how to make use of the QA in higher education (internal and external QA systems) • Guidelines how to make use of the EQVET system • Information delivered to open public in which way the QA mechanisms work in the Macedonian education and qualification system	• Report from the WG; • Guidelines and other dissemination materials published and disseminated; • NBMQF Decisions; • MoES Decisions	2018	MoES, NBMQF, MQF bodies
5.4.4	Build capacities of various actors according to their roles related to QA	• Tenders for procurement of capacity building services organised; • At least 1,000 representatives of MQF QA related structures and educational institutions trained	• Contract with service provider(-s); • Training Programme; • Acts of Acceptance of provided training services; • NBMQF decisions; • MoES decisions	2020	MoES, NBMQF, MQF bodies, educational institutions
5.4.5	Implement the QA system including validation of qualifications	• Established QA related institutions with clear scope of rights and obligations, standards and procedures; • QA standards and procedures evaluation by relevant bodies	• Certificates of quality awarded to education providers; • NBMQF decisions; • MoES decisions	2020	MoES, NBMQF, MQF bodies

№	Priorities/Measures	Outcomes	Objectively verifiable Indicator	Period	Responsible
Priority VI. Improve capacities of national institutions and provide monitoring and evaluation of the Strategy					
6.1	Improve state governance capacities of the public bodies	• National institutions are able to design, implement, monitor and evaluate education policy and effectively govern the education system	• Strengthened human resources' capacities and institutional improvements in Ministries and other education related public bodies	2020	MoLSP, MoES, other education related public bodies

---

40 To be identified at a later stage.

№	Activities	Output indicator	Source of verification	Deadline	Responsible
6.2	Monitor the Strategy implementation process	• A feedback about the Strategy implementation process is ensured; • Preconditions for ensuring Strategy implementation efficiency and effectiveness are in place	• Strategy implementation and monitoring unit established and operational at the MoES; • Operative mechanism for monitoring of the Strategy with due involvement of key stakeholders and social partners; • Decisions on adjustments necessary for achieving efficient and effective performance taken on the base of the results of regularly carried out monitoring	2020 2025	MoLSP, MoES, other appropriate organisations[41]
6.3	Evaluate the Strategy implementation results	• A feedback on whether the Strategy objectives are met and information for the further policy decisions, are ensured	• Evaluation results available for all key stakeholders	2026	MoLSP, MoES

№	Activities	Output indicator	Source of verification	Deadline	Responsible
6.1.1	Assess training needs of the staffs and institutional capacity development needs of the Ministries and education related public bodies in terms of improved state governance	• Tender for procurement of needs assessment service organised; • Results of the needs assessment with recommendation on learning outcomes of the training for staffs and institutional capacity development of the public bodies processed	• Contract with a service provider (-s); • Needs assessment Report endorsed by MoES and MoLSP	2018	MoES, MoLSP
6.1.2	Analysis and harmonisation of the roles of authorised municipal education inspectors and SEI inspectors	• WGs established; • Analysis including recommendations on role harmonisation completed; • Consultation with all key stakeholders completed	• Report on Analysis with Recommendations provided; • Records on meetings held	2019	MoES, SEI, Municipalities
6.2.1	Establish a Strategy implementation and monitoring unit at the MoES	• Officially established unit at the MoES with a special responsibility to monitor the implementation of the Strategy and organise its evaluation16	• Updated Act on Systematisation of Job Positions at the MoES	2018	MoES, other relevant organisations

---

41 According to the responsibilities defined by the Monitoring Mechanism (see Activity 6.2.2 below)

№	Activities	Output indicator	Source of verification	Deadline	Responsible
6.2.2	Implement monitoring activities	• Monitoring results regularly produced and made available for the decision makers and for the key stakeholders by the MoES Unit for monitoring and evaluation	• Monitoring Reports approved by the appropriate structures (according to the Scheme on monitoring to be defined) and properly published	2020 2025	MoLSP, MoES, other relevant organisations
6.3.1	Independent evaluation of the Strategy implementation results	• Tender for procurement of evaluation service organised; • Results of the independent evaluation are processed and recommendations are provided	• Contract with a service provider (-s); • Independent Evaluation Report with recommendations	2026	MoLSP, MoES
6.3.2	Take key policy decisions on further steps of Education system reform and development based on the external evaluation recommendations	• Analysis of the Evaluation results implemented; • A consultation with all key stakeholders carried out	• MoES decisions	2026	MoLSP, MoES, key stakeholders