

## OPERATION IDENTIFICATION SHEET

### Enhancing Lifelong Learning through Modernizing the Vocational Education and Training and Adult Education Systems

#### 1. Operating Structure

**Operating Structure for Human Resources Development Component of IPA (OS)**, as per Article 16 of the Governmental Decree on DIS, shall comprise of Central Financing and Contracting Department (CFCD)-Ministry of Finance and the respective structures for IPA implementation established within the Ministry of Education and Science (MES) and the Ministry of Labour and Social Policy (MLSP). The Operating Structure shall be responsible for managing and implementing the Operational Programme Human Resources Development (OPHRD) 2007-2013 in accordance with the principle of sound financial management, as per Article 9 of the Governmental Decree on DIS, point 6 of Annex A of the Framework Agreement and Article 28 of IPA IR.

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## 2. Title of the Operation

**Enhancing Lifelong Learning through Modernising the Vocational Education and Training and Adult Education Systems**

## 3. Measure

**Measure 2.1: Enhancing synergies and links between education and labour market**

## 4. Description of the Operation

### 4.1 Synthetic description

The operation is prepared by using wider sectoral approach with an aim to support development of human resources by enhancing Lifelong Learning (LLL) through modernizing the Vocational Education and Training (VET) and Adult Education (AE) systems.

This sectoral approach is achieved by integrating the two measures 2.1 Modernising the educational and training system and 2.3 Developing adult education and lifelong learning of the Priority Axis 2 from the Operational Programme for Human Resources Development 2007-2013. It shall lead to promotion and support of complementary set of activities in context of the Lifelong Learning through achievement of better results in the Vocational Education and Training and Adult Education systems.

This operation is follow-up of the activities of the previous two operations "Support to the modernization of the educational and training system" and "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education, for literacy and fulfillment of elementary education for excluded persons", that have been implemented through two Twinning contracts.

The actions within this operation will consider the results from the currently ongoing project "Evaluation of provided financial support for reforms in the Lifelong Learning and in particular Vocational Education and Training and Adult Education and recommendations for future assistance". This project will provide lessons learned, best practices and recommendations in the area of Lifelong Learning and in particular Vocational Education and Training and Adult Education. In order to ensure consistence and sustainability, this operation will be built upon the results of the conducted evaluation.

Lifelong Learning is one of the concepts underpinning the National Strategy for the

Development of Education 2005 – 2015<sup>1</sup> and it is also the key instrument needed to raise the level of education of youth and adults, which is a major challenge for the society.<sup>2</sup>

The Vocational Education and Training is one of the crucial links between education and employability. Currently, the curricula for vocational education and training are still rather content and objective oriented than towards learning outcomes and that is why their adjustment is inevitable. The occupational standards and curricula for up to 2- and 3-year vocational education and training shall be duly revised and shall be directed towards provision of competences based learning outcomes. The occupational standards for up to 2- year vocational education and training that will be revised will be used as well as for the purposes of the adult education.

In the context of the above mentioned, National Strategy for Vocational Education and Training for the period 2013 – 2020 with an Action Plan was adopted in the course of 2013.

The Adult Education has a primary role in updating and upgrading the knowledge of the adult population and by that supporting the capacities of adults in their mobilization and reintegration into the labour market.

Having in mind the National Strategy for the Development of Education 2005-2015 as well as the Adult Education Strategy 2010-2015, this operation shall be focused on strengthening the national provision of adult education programmes, which are considered both insufficient and inadequate. The particular attention shall be given to vulnerable and marginalised groups.

Both, VET and AE systems are targeted in the Innovation Strategy 2012-2020 and also the Entrepreneurial Learning Strategy 2014-2020, which is currently in the final stage of preparation and is expected to be adopted in the course of 2014. The goals and objectives foreseen in these strategic documents, which are focused on promoting innovations and entrepreneurial learning, shall be also taken in consideration in the implementation of this operation.

Also, there is a need for integrated national strategy within the context of Lifelong Learning focusing on development of human capital according to the fast changing labor market. By this, both, VET and AE systems will be integrated through work-based education and training in accordance with the labour market needs. The document shall provide clear indicators for the forthcoming programming period in order to sustain the investment in education and respective infrastructure with active support in building partnerships.

This project shall be well coordinated and communicated with the recently started World Bank project “Skills Development and Innovation Support” in order to avoid any possible overlapping and achieve synergies and thus more effective and efficient results.

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<sup>1</sup> National Strategy for the Development of Education 2005 – 2015 , Ministry of Education and Science, Skopje, 2004

<sup>2</sup> National Programme for the Development of Education in the Republic of Macedonia with accompanying Programme Documents 2005 – 2015, Ministry of Education and Science, Skopje 2005

### **Overall objective**

This operation is programmed in order to contribute to the strengthening of a comprehensive and integrated Lifelong Learning system, with focus on Vocational Education and Training and Adult Education, by establishing a dynamic correlation between education and the changes of both the social sphere and the labour market.

### **Specific objective**

The specific objective of this operation is to support the strengthening of Lifelong Learning system by continuing the development of the national Vocational Education and Training and Adult Education systems.

The operation will be implemented through 1 (one) Service contract and 2 (two) Supply contracts.

#### **- Service Contract**

The aim of the Service contract is to further strengthen the capacity of the Vocational Education and Training and Adult Education systems. The Contract will be implemented through the following 4 components:

**Component 1:** Further strengthening of the Vocational Education and Training system in close cooperation with the private sector and social partners in line with the relevant strategies

The actions foreseen within this Component are the follow-up and continuation of the Twinning project "Support to the modernization of educational and training system" (October 2011/June 2013) under which new standards and curricula for the 2 and 3 years vocational education and training were developed. The capacity of the local VET schools in implementing these new "competence-based" curricula were also strengthened by training trainers, teachers, schools directors, advisers of the VET Centre and mentors from private companies. The Twinning Project also succeeded on establishing a dialogue between educational institutions and social and private partners.

Accordingly, the following actions shall be implemented:

1. Need analysis for continuation of reform of up to 2- and 3- years vocational education and training according to the labour market needs with regards to each particular occupation;
2. Support for preparation and implementation of methodology for constant harmonization of vocational education and training according to the labour market needs;
3. Continuation of the process of preparation of occupational standards and standards for qualifications for up to 2- and 3- years vocational education and training in close cooperation with all relevant partners and in particular with the private sector and the social partners;

4. Continuation of reform of the curricula for up to 2- and 3- years vocational education and training in close cooperation with all relevant partners and in particular with the private sector and the social partners;
5. Support to the development and implementation of a practical training system for up to 2- and 3- years vocational education and training in close cooperation with all relevant partners and in particular with the private sector and the social partners;
6. Support to the implementation of the reformed curricula for up to 2- and 3- years vocational education and training through development of teaching materials (manuals, scripts, CD applications, etc.);
7. Capacity building with career and professional development for continuation of the reform and implementation of curricula: training of teachers, directors of VET schools, trainers and other relevant staff;
8. Strengthening the establishment and/or functioning of career centers in VET schools and the process of career counseling/guidelines. This action foresees situation analysis concerning the current functionality of career centers already established according to which future steps will be undertaken.;
9. Promotional activities (public events, informational campaigns, promotional materials and etc.) for raising public awareness about the attractiveness and the opportunities offered by the vocational education and training.

While implementing the above mentioned activities a particular attention should be given to the inclusion of vulnerable and marginalized persons.

**Component 2: Further strengthening of the Adult Education system**

The actions foreseen in Component 2 are the follow-up and continuation of the Twinning project "Support to the capacity building of the Centre for Adult Education and development of programmes for adult education and programmes for literacy and fulfillment of elementary education for excluded persons" (September 2011/July 2013). This project was focused on building the capacity of the national Centre for Adult Education and on developing, testing and implementing of 6 programmes for adult education that lead to qualifications or part to qualifications, as well as 6 programmes for literacy.

The verification of the adult education programmes by the Center for Adult Education is guarantee for the attendees for the quality of the programmes. Since there are numerous providers of services on the market, there is a need for recognition of the certificates. Therefore, in the course of 2012 the Center for Adult Education started the process of verification of the specific adult education programmes (programmes for non-formal education). This process was regulated with the amendments of the Law on Adult Education (13.07.2013, Official Gazette of RM 74/12) by introducing procedure for verification of these programmes. The process of verification means establishment of system for non-formal education of adults that will provide increasing of the quality of adult education in the area of the

non-formal education and meeting the labour market needs by producing trained persons with needed competences for short period. In addition, this will lead to qualifications or part to qualifications for relatively short period.

Till December 2013, 52 requests for verification of specific programmes were submitted to the Center for Adult Education. 44 of these programmes are verified including the 6 programmes from the Twinning project, 2 programmes are rejected, and 6 programmes are in phase of verification. Part of the verified programmes is included in one of the measures from the national Operational Plan for active measures and programmes for employment.

The proposed actions within this component will comply with the Conception for non-formal education that is under preparation with support by ETF. The preparation of the Conception is expected to be finished in the course of 2015.

Accordingly, the following actions shall be implemented:

1. Support for preparation and implementation of methodology for labour market analysis for the purpose of development and implementation of the adult education programmes;
2. Capacity building of the local self-governments for conducting labour market need analysis on local level and provision of information/conduction of activities according to the Law on Adult Education;
3. Further support for developing and testing of programmes for Adult Education in close cooperation with the private sector and the social partners including Training of Trainers Programmes;
4. Support to the implementation of programmes for Adult Education, including the teaching material;
5. Support in preparation of models/concepts for establishment and functioning of public adult education institutions on local level;
6. Preparation of new strategic document in the area of Adult Education;
7. Promotional activities (public events, informational campaigns, promotional materials and etc.) for raising public awareness about the attractiveness and the opportunities offered by the programmes for Adult Education (and Adult Education providers).

While implementing the above mentioned activities a particular attention should be given to the inclusion of vulnerable and marginalised persons.

**Component 3:** Further strengthening of the overall capacity of national system for lifelong learning with specific attention to VET and AE

The Component 3 aims to provide the national relevant institutions with the capacity needed to successfully lead and consequently to implement and monitor the processes of reforms in the VET and AE systems. This is a horizontal component that

aims to provide the national relevant institutions with the required capacity, needed for successful leading of the reform process and consequently to implement and monitor such reforms in the VET and AE systems. The activities which will be implemented within this component will mainly focus on needs analysis and capacity building, transfer of competencies - best practices/practical experience/knowledge, know-how and skills through on-job trainings, trainings and workshops.

The creation of the integrated Lifelong Learning Strategy will provide well-resourced foundation for achieving Lifelong Learning driven by learning outcomes and skills oriented system improved by learning-based and training concept. The appropriate methodology will be developed in order to provide wider-based approach Strategy supported with Action plan.

The following actions shall be implemented:

1. Conduction of the needs analysis of the current state of play with training needs assessment;
2. Building and strengthening the capacity of the national institutions and other relevant stakeholders and actors in developing and managing a national system for Lifelong Learning with particular attention to VET and Adult Education;
3. Development of a National Strategy for Lifelong Learning

#### **Component 4: Preparation of technical specifications for supply contracts**

This component foresees the following actions:

1. Preparation of technical specifications for system for monitoring and evaluation of VET and AE

Prior to preparation of technical specification, need analysis shall be undertaken, aiming to detect and identify the needs of the institutions.

After the establishment of this system, the institutions should be able to get reliable data and information regarding the condition in the VET and AE sectors. The technical specification for this supply should ensure that the hardware and software procured are suitable;

2. Preparation of technical specifications for procurement of teaching material and teaching equipment for VET schools, as well as equipping career centers

In order for procurement of reliable and contemporary teaching equipment, an assessment of the needs of the VET schools should be done.

The technical specification for procurement of the teaching equipment should be prepared in a way that will ensure best price/performance ratio.

- **Supply Contract 1:**

## Establishing a system for monitoring and evaluation of Vocational and Educational Training and Adult Education

The aim of the Supply contract is to enable the VET and AE Centers to monitor and evaluate VET and AE processes in the Country. At the present moment, the two Centres have no mechanism for monitoring and evaluation in place. These activities are part of the statutory mission of the Centers and they are needed in order to provide a quality assurance system to adult education and to vocational education and training in accordance with the EQAVET (European Quality Assurance Reference Framework for VET), as well analytical and planning support in the work and functioning of the both Centres, transparency, networking, common initiatives and mobility in accordance to the related recommendation from the EQAVET. This system will provide an opportunity to follow the progress towards the deliverables of the Bruges Communiqué. In addition, the National Examinations Center as institution working on activities such as: external evaluation in educational system (including VET) in accordance with the European standards, development and sustain of different data bases, preparation and implementation of the Sate Matura exams and the Final exams; etc. will be appropriately included. By this umbrella process all relevant institutions will be appropriately networked and strengthened.

The contract will supply the required hardware and software and it will provide training too. The tender documentation of this Supply contract will be developed within the Service contract. The activity will cover 8 months plus the warranty period of 12 months related to the supplied equipment. The issue of the sustainability of both systems will be ensured as well, and the approach of their compatibility, interactivity and networking.

### - **Supply Contract 2:**

Procurement of teaching equipment for VET

The aim of this Supply contract is to update and procure the teaching equipment for Vocational Education and Training needed in relation to the implementation of the curricula reformed within Component 1 as well as equipping of the career centers. The tender documentation of this Supply contract will be developed within the Service contract. The activity will cover 6 months plus the warranty period of 12 months related to the supplied equipment.

**The sustainability and the ownership of the equipment will be ensured by the final beneficiaries, as well as the maintenance of the equipment.**

## 4.2 End recipient(s)

The end recipients of this operation are:

- Ministry of Education and Science;

- Ministry of Labour and Social Policy
- Centre for Vocational Education and Training;
- Vocational Education and Training schools;
- Centre for Adult Education;
- Bureau for Development of Education;
- Adult Education providers.

#### 4.3 Duration

The planned duration of the contracts within this operation is following:

- 1 Service contract (fee-based) with duration of 24 months;
- 1 Supply contract for establishing a system for monitoring and evaluating of Vocational and Educational Training and Adult Education in duration of 8 months plus 12 months of warranty period;
- 1 Supply contract for support to the implementation of the reformed curricula and programmes with duration of 6 months plus 12 months of warranty period.

#### 4.4 Target groups

Target groups of this operation are:

- Ministry of Education and Science;
- Ministry of Labour and Social Policy
- Centre for Vocational Education and Training;
- Vocational Education and Training schools;
- Centre for Adult Education;
- Adult education providers;
- National Examinations Centre;
- State Educational Inspectorate;
- Pedagogical Service;
- Students and parents;
- Working universities;
- Social partners;
- Public and private companies;
- Local self-governments.

#### 4.5 Expected output, results and impact and indicators

Indicators	Target
<b>Outputs</b>	
Prepared need analysis for continuation of the reform in VET	1
Prepared methodology for harmonization of VET with labour market needs	1
Number of prepared occupational standards for three-year VET	at least 60

Number of prepared standards for vocational qualifications for three-year VET	at least 25
Number of prepared and/or reformed curricula according to the labour market needs in the three-year VET (from I to III year)	at least 25
Number of prepared occupational standards for two-year VET	at least 60
Number of prepared standards for vocational qualifications for two-year VET	at least 25
Number of prepared and/or reformed curricula according to the labour market needs in the two-year VET (from I to II year)	at least 25
Number of prepared occupational standards for up to two-year VET (I year)	at least 30
Number of prepared standards for vocational qualifications for up to two-year VET (I year)	at least 15
Number of prepared and/or reformed curricula according to the labour market needs for up to two-year VET (I year)	at least 15
Number of developed alternative models for strengthening practical training in VET	at least 3
Number of developed teaching material for VET	at least 150
Number of trained teachers, directors, trainers and other relevant staff	at least 150
Number of supported career centers	at least 10
Number of conducted public events	at least 10
Number of printed promotional materials	3000
Prepared methodology for labour market analysis for developing adult education programmes	1
Number of trained representatives from local self-governments	at least 40
Number of developed and implemented programmes for AE	at least 10
Number of trainers trained	at least 30
Number of developed models/concepts of public institutions for adult education on local level	at least 3
Prepared strategic document for AE	1
Number of conducted public events	at least 10
Number of printed promotional materials	2000
Prepared need analysis including training needs assessment	1
Number of conducted trainings for the national institutions	at least 50
Prepared National Strategy for Lifelong Learning	1
Number of technical specifications prepared	2
Number of tender dossier prepared	2
Developed system for monitoring and evaluating of VET and AE	1
Number of equipped VET schools	at least 12
Number of equipped career centers	at least 8
<b>Results</b>	
Centre for Vocational Education and Training introducing monitoring and support system for the Vocational Education and Training schools	60%
Centre for Adult Education Training introducing monitoring and support system	60%
Two-year Vocational Education and Training schools introducing modern curricula according to labour market needs	60%
Three-year Vocational Education and Training schools introducing modern curricula according to labour market	60%

#### 4.6 Links with other measures or IPA programmes (if any)

- Operational Programme for Human Resources Development 2007 – 2013, including the:
  - o Priority Axis 1 “Employment”
  - o Priority Axis 3 “Social Inclusion”
  - o Priority Axis 2 “Education and Training”:
    - Measure 2.1: Support to the Modernisation of the Educational and Training System (Twinning contract)
    - Measure 2.1: Purchase and update of the teaching equipment for vocational training for implementation of the reformed curricula (Supply contract)
    - Measure 2.3: Developing adult education and lifelong learning - Support for capacity building of the Centre for Adult Education and development of program for adult education and program for literacy and fulfillment of elementary education for excluded persons (Twinning contract)
- Strategy for Vocational Education and Training in the context of Lifelong Learning 2013-2020(ETF 2013)
- Draft Entrepreneurial Learning Strategy 2014-2020,
- Innovation Strategy 2013-2020
- Skills Development & Innovation Support (World Bank project 2014-2019)
- Youth Employability Skills (YES) Network Activities (USAID 2010-2015)
- Mutual Learning project on Quality and Quality Assurance in Vocational Education Training, Adult Learning and Post-secondary Vocational Education Training (ETF 2009-2012)
- Education modernization project (World Bank 2003-2011)
- Skills Demand Analysis (World Bank, 2010)
- Technical Assistance to the Ministry of Education and Science on Lifelong-Learning (CARDS 2008-2010)
- Skills at Work (British Council 2008-2010)
- Human and Institutional Development Programme (USAID 2005-2009)
- VET I; VET II; VET III; VET IV (PHARE 1997-2006)

### 5. Implementation arrangements, risks and assumptions

**5.1 Institutional framework: operation coordination unit/steering committee/regional and/or provincial authorities/technical assistance team/other**

The Central Financing and Contracting Department (CFCD) shall act as a Contracting Authority and shall be responsible for tendering, contracting, payments, accounting and financial reporting and shall have overall responsibility and supervision of contract's implementation. The Delegation of the European Union in Skopje executes ex-ante control since this operation is programmed and it will be implemented within DIS.

The Head of CFCD has delegated to the IPA structure established in the Ministry of Education and Science the following tasks: programming, technical implementation and programme/project monitoring. Accordingly in this operation the IPA Structure within the Ministry of Education and Science will be responsible for implementation, coordination, monitoring and evaluation of the operation.

The operation will be realized through one Service Contract (fee-based) and two Supply Contracts.

The implementation of the operation will be monitored by a Project Steering Committee. The Steering Committee members will involve relevant stakeholders (as deemed appropriate/ not exhaustive):

- Ministry of Education and Science;
- Ministry of Labour and Social Policy
- Bureau for Development of Education;
- Centre for Vocational Education and Training;
- Vocational Education and Training schools;
- Centre for Adult Education;
- State Examination Center;
- Central Financing and Contracting Department, Ministry of Finance (as observer);
- Delegation of the European Union in Skopje (as observer);
- Other relevant bodies.

## 5.2 Procedures for the implementation of the operation

Project Title/Code	Contract Type	Publication of Contract Forecast	Deadline for Submitting Draft ToR/TS/ GfA to CFCD	Deadline for Completing TD/and Submission to EUD	Deadline for Publication of PN	Short List Phase	Deadline for Tender/ Call for Proposals Launch	Deadline for Tenders/ Applications Submission	Evaluation Date	Contract Approval Date	Deadline for Contract Signature	Date of Contract Start	Date of Contract End
Enhancing Lifelong Learning through Modernizing the Vocational Education and Training and Adult Education Systems	Service contract	03/2014	03/2014	04/2014	04/2014	05-06/2014	07/2014	09/2014	09-10/2014	10/2014	11/2014	11/2014	11/2016
	Supply contract 1	05/2015	05/2015	06/2015	06/2015	/	/	08/2015	08-09/2015	09/2015	09/2015	10/2015	06/2016 (+12 m. warranty period)
	Supply Contract 2	09/2015	09/2015	10/2015	10/2015	/	/	10-11/2015	11/2015	11/2015	11/2015	12/2015	06/2016 (+12 m. warranty period)

Note: The tender procedures for the supply contracts are planned to start 08/2015 and 12/2015 due to the fact that the tender documentations will be developed within the Service contract that will start 03/2015. In addition, the activities from the supply contracts are connected with the activities from the service contract.

### 5.3 Risks and assumptions (if any)

#### **Risks:**

- Initial time lines for implementation of activities are not always respected leading to delays in implementation and causing difficulties in project implementation;
- Limited institutional capacity of the beneficiary institutions to absorb external aid and to allow for appropriate implementation of the mandate of the concerned department;
- Insufficient coordination between all relevant stakeholders to ensure that all institutions and their staff are aware of their responsibilities;
- Possible changes in administrative staff responsible for coordination and implementation of the project activities may affect project results.

#### **Assumptions:**

- Provision of Road Map that will reflect the needs of the further human resources strengthening of the both VET Centre and CAE;
- Provision of compliance with the existing Indicators for Quality Assurance in the Schools and further alignment with the EQAVET;
- Full commitment of the relevant stakeholders to fulfill all necessary preconditions for ensuring all technical and administrative provisions;
- Provision of key institution concerning the sustainability and future maintaining of the monitoring and evaluation system;
- Sufficient managerial and technical human resources available for the purposes of project implementation and sustainability of the results.