



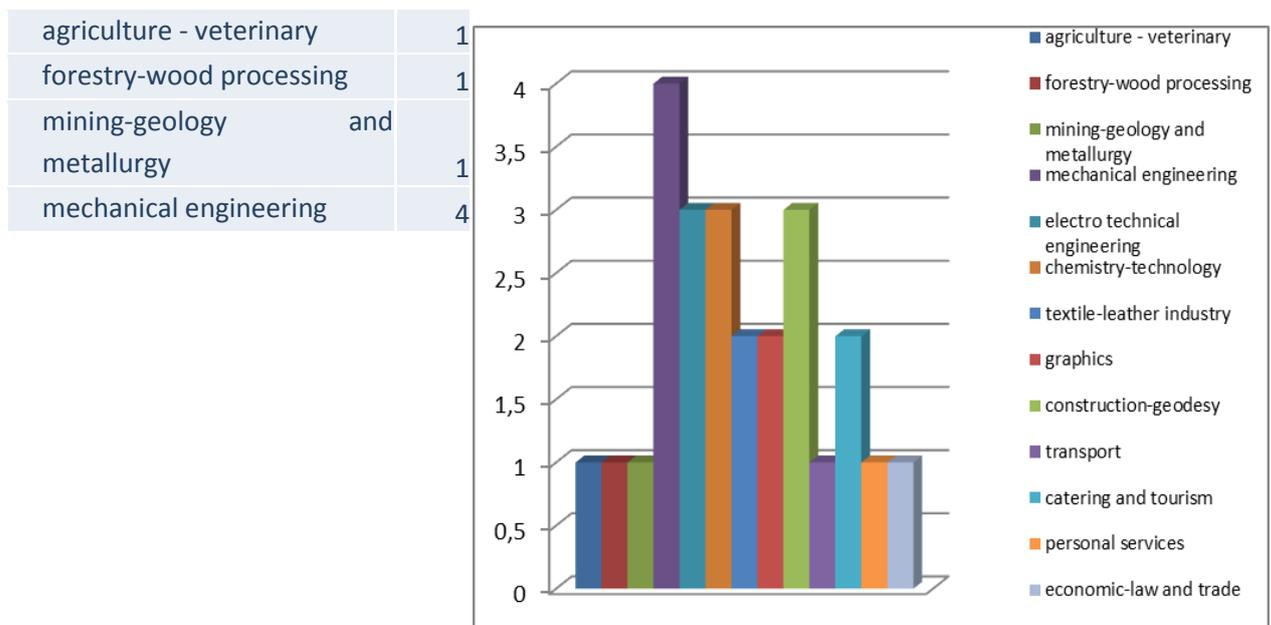
Twinning project Support to the Modernisation of the Educational and Training System

Twinning Project “Support to the Modernisation of the Educational and Training System” was launched on 3rd November 2011. The purpose of the project is to support the modernisation of the educational system in 2- and 3-year vocational education according to the labour market needs and European standards. The modernisation of the two and three year programmes will ensure young people with qualifications that will meet the labour market needs and demands and will prevent early school leaving. The secondary schools providing VET across the country, the Centre for VET and the Macedonian business community will benefit directly from this project.

The Twinning project has two components: Preparation of standards for vocational qualifications and reform of the curricula for 2 and 3 year vocational education, and Training of trainers of vocational training.

Within the project activities of the First Component, 25 standards for vocational qualification for 13 sectors were developed. Standards for vocational qualification represent an important link between the world of work and the education. They are a systematic occupation description and provide information to the training providers, social partners, learners, parents... on the job profile. The information given by the standard for vocational qualification is for example: level of qualification, occupational standards that are the basis for standards for vocational qualifications, entry requirements and requirements for acquiring the certificate, required professional and key competences...

Overview of the developed standards for vocational qualifications by sector:



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|-------------------------------|----|---|
| electro technical engineering | 3 | <p>Within the Second Component, the Training Needs Analysis was prepared, with focus on 4 research areas: Leadership and organisation, Quality assurance, Planning and implementing of teaching and learning process, Collaboration with employers. The following conclusions and recommendations are emphasised:</p> <ul style="list-style-type: none"> - The process of top-down and bottom-up approach is recommended for implementation of the reform goals |
| chemistry-technology | 3 | |
| textile-leather industry | 2 | |
| graphics | 2 | |
| construction-geodesy | 3 | |
| transport | 1 | |
| catering and tourism | 2 | |
| personal services | 1 | |
| economic-law and trade | 1 | |
| | 25 | |

- Partnership between schools, policy makers, local community have to be supported in providing practical training for students in the companies. The systematic training for mentors in the companies is also recommended.
- Team concept is recommended – development teams that promote the process of changes are drivers of changes in the reform process.
- Introduction of the monitoring process in order to provide feedback for those professionals who are responsible for VET development
- Individualisation of learning process that means dealing with students who have learning difficulties in order to encourage young people to get the qualification.
- Problem based learning, where learning takes place within the contexts of authentic tasks and problems--that are aligned with real working environment. This kind of learning fosters the team work, problem solving skills, and is aimed at increasing motivation for life-long learning.

On the basis of Training Needs Analysis the **Training Strategy and Action plan** was developed in in close collaboration with the advisors from the VET Centre. The Chambers, Ministry of Education and Science, Bureau for Development of Education also gave their input. The training strategy and action plan foreseen the following trainings:

- 1 Initial conference for all actors involved in the reform process
- 3-4 workshop for school directors in order to be informed on implementation process
- 65 workshops for school development teams which will act as a drivers for the future changes in VET
- 6 workshops for mentors in the companies that have to be informed about the reformation process
- 5 workshops for VET Centre staff-the backbone of modernisation of 2 and 3 year VET

Trainings will be supported by some **training materials**, which were developed such as:

1. Guidelines for the implementation of new 2 and 3 year VET,
2. Modules in VET,
3. Practical Guide to the Management of the EU-Funded Projects
4. Practical training in the companies,

5. Practical training in the companies for teachers,
6. Training programme for mentors in the companies,
7. Personal education plan (PEP)

On the basis of standards for vocational qualification 13 curricula are in the process of reformation in close collaboration with the advisors from the VET centre, members of the working groups and STEs. The following 2 and 3 year VET will be reformed:

1. **Mining machine operator** (Ракувач со рударски машини) – 3 year VET
2. **Plasterer (gypsum) assembler** (Гипсер / монтер)-2 year VET
3. **Printing machinist** (Печатар) – 3 year VET
4. **Electrical installer and fitter** (Електроинсталатер и монтер) – 3 year VET
5. **Gardener-florist** (Градинар – цвеќар). – 3 year VET
6. **Hairdresser** (Фризер) – 3 year VET
7. **Car mechanic** /(Автомеханичар) – 3 year VET
8. **Stock transportation mashine operator** (Ракувач со машини за пренос на материјал) – 3 year VET
9. **Dressmaker** (Конфекционер) – 3 year VET
10. **Waiter** (Келнер) – 3 year VET
11. **Butcher** (Месар) – 3 year VET
12. **Joiner** (Столар)– 3 year VET
- 13 **Sales person** (Продавач) – 3 year VET

Some novelties introduced by reformed curricula:

- Reformed curricula are **competence based**. Competences defined in occupational standards and standards for vocational qualification are transferred into curricula.
- Reformed curricula are **outcome based**. Outcomes define what student knows, understands and is able to do after the completion of learning.
- Emphasis on **practical training in the companies**, training in the real working environment
- Emphasis on the **flexibility of teaching and learning process**.

Trainings as a part of the Component 2 will be carried out from October 2012 to May 2013. The target groups for trainings are:

- VET school directors,
- VET teachers,
- mentors in the companies and
- advisors from the VET Centre in Skopje.

It is foreseen that 76 trainings will be carried out in form of seminars and workshops, in accordance with the Twinning Work Plan.

Stakeholders and social partners' participation play an important role in the development and implementation of the project activities. It reflects the co-operation between education system and the labour market and fulfils two functions:

1. it increases the relevance of standards for vocational qualifications and developed curricula for the labour market and the society.
2. it provides legitimacy and acceptance of standards for vocational qualifications and reformed

*„Our institution is very pleased to work with such an experienced partner institution from Republic of Slovenia, having in mind that there are a lot of similarities in the education systems of both countries. By modernizing the 2 and 3 year Vocational Education and Training, our project will give its contribution in building stable bridges between the vocational education and training and world of work in our country ”.***Zeqir Zeqiri, BC Project Leader, Director of VET Centre, Macedonia**

“Implementation of the Twinning project is a very challenging exercise. People who do exactly the same job work together, share the knowledge and experiences that is unique and is not available in the market”. **Mirjana Kovac, Resident Twinning Advisor**

„This project contributes in improvement of the 2-year and 3-year vocational education and training to provide the skills, knowledge and competences needed in the labour market, which is one of the most effective ways for economic and productivity growth and for job creation in line with the national priorities”. **Elizabeta Jovanovska – Radanovik, RTA Counterpart, VET Centre, Macedonia**

curricula.

With the participation of stakeholder and social partners in the process of modernisation of 2 and 3 year VET there is a faster response to a technological changes and trends in the specific sector and the needs of the labour market. In addition stakeholders and social partners jointly with the competent education and training institutions take responsibility for modernisation process of VET system in the BC.