



Introduction

This report has been drafted by the EQAVET National Reference Point of FYRM and describes the main quality assurance arrangements in vocational education and training.

SECTION A - DESCRIPTION OF QUALITY ASSURANCE ARRANGEMENTS

1. Initial VET (IVET)

Introduction

The institutions competent to provide vocational education and training are the Ministry of Education, the Ministry of Labor and Social Policy, Vocational Education and Training Council and the social partners. The provision of IVET is the responsibility of the Ministry of Education and Science (MoES) that oversees the development of the vocational education and training. IVET encompasses two-year, three-year, and four-year education programmes. Three-year and four-year education programmes lead to a diploma. Students of secondary VET represent the majority of all upper-secondary students (ISCED 3): approx. 58%. Vertical permeability of education programmes is enabled.

1.1 Quality assurance arrangements at system level in IVET

- National Framework for quality assurance in initial VET – who is in charge of what?
The Ministry of Education and Science (MoES) has the leading role in defining, implementing and monitoring policy in education and training (formal and non- formal). The Ministry of Education and Science runs accreditation procedures for VET providers. Curricula for secondary education are developed by the Bureau for the Development of Education and/or the VET Centre and are approved by the Minister of Education and Science. The implementation of curricula for secondary education is supported and monitored by the Bureau for the Development of Education and the VET Centre.

Teacher training/re-training is provided by advisors of the Bureau for the Development of Education, the VET Centre and independent providers accredited by the Bureau for the Development of Education.

Educational institutions implement self-evaluation procedures in accordance with the legislation. The State Educational Inspectorate performs integral evaluation of secondary schools and oversight the quality of the education process and effectiveness.

External assessment of student achievement in secondary education is performed by the National Examination Centre on a yearly basis. The draft pool of questions is prepared by the Bureau for the Development of Education and the Vocational Education and Training Centre.

Secondary education is completed by passing State Matura Exam/School Matura Exam/Final Exam. The National Examination Centre is involved in the external part of the exams.

The Republic of Macedonia participates in international assessments: PISA, TIMSS and PIRLS.

- Statutory stakeholder involvement in quality assurance in initial VET systems

Public institutions included in VET are: The Bureau for the Development of Education (BDE); The VET Centre; The State Education Inspectorate (SEI); The State Examination Centre (SEC); The Employment Service Agency (ESA); The State Statistical Office (SSO), VET schools. The Stakeholders are involved in the programmatic activities, starting from development and update of occupational standards, development and update of qualifications, curriculum development and update, planning and introduction of new vocational programmes.

The VET Council has an advisory role in the adoption of strategic documents concerning VET policies. It proposes national qualifications and occupational standards to the Ministry; advises the Ministry on the development of a cooperation network between local government and training providers; and provides opinions on the VET system strategy. A Social Partnership Protocol in the Area of Vocational Education and Training was signed between social partners and VET stakeholders. Standards for Conducting Practical Training of Students at Employer's Premises were devised by the VET Centre.

- Requirements for evaluation and review

There are several domains of quality evaluation: self-evaluation of schools, external assessments and examinations and external evaluation. External assessments and examinations (e.g. State Matura) are organised and conducted by the SEC once a year. The broad term 'external evaluation' is operationalised through a process of integral evaluation conducted by the SEI. Based on the self-evaluation/evaluation findings as well as findings from external assessments and examinations, written reports are submitted to associates based on the results of success of the students on State Matura and the institutions targeted, to the founders of the institutions and to the Ministry. SEC is collating an Annual report on performance of teachers and professional findings of the SEI during integral evaluation.

Recommendations listed in the reports are implemented by the target institutions in order to increase the quality of education provision. The quality assurance cycle that should be followed includes: analysis/evaluation of the current situation, planning activities, implementing planned activities, monitoring /control of the implementation, and repeating the evaluation/self-evaluation. Secondary schools (including IVET), are obliged to conduct school self- evaluation every two years. The areas for self-evaluation are the same areas used by the State Educational Inspectorate for integral evaluation.

- Identification of training needs

ESA conducts labour market surveys as part of its regular activities. As a result, national reports on skills needs in enterprises (the 'demand' side) are issued annually. These reports are used by actors in the VET system to tailor their activities.

- Who can deliver VET and under what conditions – accreditation or other requirements on VET providers

VET Schools have to be registered in the Register of Secondary Schools kept by the Ministry in order to be entitled to provide educational services. Prerequisites for the accreditation of VET Schools are:

- Demand for a particular type of graduates in the labour market and in local municipalities

- Provision of resources required for functioning
 - The adoption of curricula for educational programmes
 - Equipment, space, competent teaching personnel for all subjects and sufficient number of students according to pedagogical standards and norms
- Certification – assessment and validation of learning (system level)/monitoring, inspection and use of indicators

The State Educational Inspectorate (SEI) is mandated to monitor and evaluate the quality of education and training provision, ranging from primary to secondary education, IVET included. The set of indicators used to assess schoolwork are determined by the SEI. Indicators are clustered in the following seven key areas:

1. Curriculum
2. Student achievements
3. Learning and teaching
4. Support to students
5. School climate and relations
6. Resources
7. Governance, management, policy

Each of the areas contains a certain number of quality indicators.

- How is quality assurance implementation monitored?
- Authorised Educational Inspectors oversee the application of legal arrangements in municipal schools. The SEI leads the integral evaluation of work in the schools (up to 3 years). Schools perform self-evaluation of their work in cycles of up to 2 years. The external examination (State Matura) is implemented. The BDE/VET Centre conducts advisory visits of school lessons in the schools.

1.2 Quality assurance arrangements at provider level in IVET

- Planning at VET provider level (including identification of training needs)
IVET providers are VET schools (public: municipal/ Town of Skopje; state; and private). The governing body of the school is the School Board. According to the Law for Secondary Education, the Board is comprised of representatives of teachers, parents/guardians, and of the founder, as well as one representative of the Ministry, and one representative of the business community. The school director manages the school and reports to the School Board. Among other duties, the School Board proposes: the Annual Work Programme and reports on school performance to the founder; The School Development Plan; The Annual Financial Plan; The Annual Statement of accounts to the founder.
- Requirements for monitoring and review (self-assessment)
Quality assurance at the level of VET schools is comprised of self-evaluation of school work entirely conducted by schools.
- Certification, assessment and validation of learners
Graduates of secondary schools are awarded diplomas/certificates. The diplomas and certificates recognised by the State are:
 - The certificate for vocational training;
 - The diploma for the final exam;
 - Diploma for state Matura.
 Students are assessed on the related subjects.

Monitoring and assessing the improvement of student achievement is done by internal and external assessment. Internal assessment of student achievement is done by the teachers in

the school. External assessment of student achievement is done at the end of the school year and is organised by the school commission in the school.

Secondary education is completed by passing State Matura Exam/School Matura Exam/Final Exam.

- Stakeholder involvement
VET Schools, The State Education Inspectorate, The VET Centre, Bureau for the Development of Education.

2. Continuous VET (CVET)

Introduction

The Law on Adult Education (AE) was adopted in 2008 and is directly linked to the 'Programme for Adult Education in the Republic of Macedonia in the Context of Lifelong Learning Perspective', of the NPDE 2005-2015. The AE Law distinguishes between formal and non-formal adult education. The Adult Education Strategy (AE Strategy) for the period 2010–2015 was developed to improve the quality and efficiency of education and training for adults.

2.1 Quality assurance arrangements at system level in CVET

- National Framework for quality assurance in CVET – who is in charge of what?

The Ministry of Education and Science runs accreditation procedures for the providers of special programmes of adult education. Special programmes of adult education are authorised by the Centre for Adult Education. The Centre for Adult Education monitors the implementation of the special programmes of adult education. Participants in adult education and training are assessed on a continuous basis and through final demonstration of learning outcomes.

- Statutory stakeholder involvement in quality assurance in CVET systems
Public institution CVET stakeholders include: The Centre for Adult Education (CAE); The Employment Service Agency (ESA); The State Statistical Office (SSO), The VET Centre.

Adult education and training can be provided through public and private education institutions, employers and social partners.

- Requirements for evaluation and review
The application should be sent from the provider to the Centre for Adult Education. The Centre has a role to authorise special programmes for adult training.
- Identification of training needs
The ESA conducts labour market surveys as part of its regular activities. Labour market surveys are conducted by companies and social partners as well.
- Who can deliver VET and under what conditions – accreditation or other requirements on CVET providers
Private providers, secondary schools, specialised providers for adult education.
- Certification – assessment and validation of learning (system level)
The knowledge, skills, abilities and competences acquired through the special educational programs are attested to in a certificate.

- Monitoring, inspection and use of indicators
The Centre monitors the service provider and the quality of the training, using the tool for monitoring and evaluating of institutions. The service provider submits an annual report to the Centre at the end of the year. The State Educational Inspectorate, through integral evaluation, supervises the quality of the educational process in the open civil universities for life-long learning.
- Requirements CVET providers have to comply with (if not described in 1st section)
Adult education programmes are provided by teachers, professors, practical training instructors and experts, who have been trained in work with adults. The preparation is organised by the Centre for Adult Education, or the relevant institutions. A Rulebook prescribes the conditions for the staff.

2.2 Quality assurance arrangements at provider level in CVET

- Planning at CVET provider level (including identification of training needs) Programmes are prepared by the institution which endeavours to offer the training, according to the Model for special adult education programme.
- Requirements for monitoring and review (self-assessment)
Testing, instruments for self- evaluation.
- Certification, assessment and validation of learners
Exams at the end of adult education are organised and administered by the institution which provides the programme. Participants acquire a certificate.
- Stakeholder involvement
Private providers, chambers, secondary

SECTION B - INTERACTION BETWEEN NATIONAL QUALITY ASSURANCE AND EQAVET

- National Reference Point – Introduction

The NRP has not been officially established but it functions as such within the Ministry of Education and Research and the VET Centre. The Ministry of Education and Science designs policies and monitors their implementation. The Vocational Education and Training Centre (website: <http://csoo.edu.mk/>) prepares concepts for vocational education and training; develops standards, curricula and programmes in IVET.

- National approach to enhance quality assurance
National Programme for the Development of Education in the Republic of Macedonia 2005 – 2015 (Chapter 7 – Programme for Assurance and Quality Control of Education) is setting the foundation for quality assurance. The Strategy for Vocational Education and Training in a lifelong learning context (2013-2020) addresses the priority area: The quality and relevance of vocational education and training, as guarantee for competitiveness.
- Influence of EQAVET on national developments of quality assurance
The framework contributes to the quality improvement of the system of vocational education and training, continuous information and feedback and quality implementation of the Macedonian Qualification Framework.

