

STANDARD TWINNING PROJECT FICHE

1. Basic Information

1.1 Publication reference: EuropeAid/137614/ID/ACT/MK

1.2 Programme

Instrument for Pre-Accession Assistance (IPA) Operational Programme Human Resources Development (OPHRD)

1.3 Twinning Number:

MK 13 IB SO 02 TWL

1.4 Title

Strengthening the quality assurance and control of the educational system

1.5 Sector:

Education

OP HRD, Priority Axis 2 - Education and training

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

1.5 Beneficiary country:

Beneficiary Country¹

2. Objectives

2.1 Overall Objective(s):

The overall objective of this operation is to support the modernization of the primary and secondary education system by further strengthening of the quality assurance and control towards achieving higher student results and competencies.

2.2 Project purpose:

The specific objective of this operation is to support the revision and updating of the existing Programmes for training and examination of directors and also development of new Programme (Training Needs Assessment and Training Action Plan) for strengthening the school management structures.

2.3 Contribution to National Development Plan/Cooperation agreement/Association Agreement/Action Plan

This Twinning project contributes to the efforts of the country towards implementation of the Government priority to promote sustainable economic growth and competition, higher employment rate, increasing living standard and quality of life. This priority is in line with the overall objective of OPHRD (2007-2013). The overall strategic objective of the Operational

¹ As per Amendments to the Financing Agreement concerning the Multi-Annual Operational Programme "Human Resources Development" for Community Assistance from the Instrument for Pre-Accession Assistance under the Human Resources Development Component – CCI 2007 MK 05 IPO 001, entered into force on 19 December 2012

Programme is to foster the development of human resources, in particular by improving the quantity and quality of human capital, leading to more and better jobs, higher growth and development and the increased national competitiveness at international level.

The European Council of December 2005 granted the candidate status to the Country. In February 2008 the EU Council adopted the Accession Partnership, which encompassed the key reform priorities for the country.

The Framework Agreement between the Government of the Beneficiary Country and the Commission of the European Communities on the Rules for Co-Operation Concerning EC - Financial Assistance to the Beneficiary Country in the Framework of the Implementation of the Assistance under the Instrument for Pre-Accession Assistance (IPA) was ratified and published in the "Official Gazette" No 18/2008 dated as of 5 February 2008. As of 1 January 2007, the Beneficiary Country is eligible for all 5 components of the Instrument for Pre - Accession Assistance².

This operation will also contribute towards achievement of the goals envisaged in the relevant national strategic documents:

- National Strategy for Development of Education 2005-2015
- Strategy for Vocational Education and Training in the context of Lifelong Learning 2013-2020
- Entrepreneurial Learning Strategy of the Beneficiary Country 2014-2020

3. Description

3.1 Background and justification:

This operation is prepared with an aim to support the modernization of the primary and secondary education system by providing effective and efficient governance and quality of functioning of the educational institutions with focus on the process of training and examination of directors as managers of primary and secondary schools. The operation shall focus as well as on improving the capacities of the school management structures that, in principle, supports the function of the directors.

The Ministry of Education and Science and related institutions such as the National Examinations Center, Bureau for Development of Education and Vocational Education and Training Center have undertaken substantial projects, initiatives and activities in the field of providing systematic approach for assuring quality and control of the educational system. These efforts still need to be fostered in order to provide integrated quality management of the educational system and its outputs, according to the European standards.

The main institution legally entitled for ensuring quality and control of the educational system in the country is the National Examinations Center, established in 2009. As stipulated in Article 2 of the Law on National Examinations Centre, (Official Gazette of RM No. 142/2008 – initial version and latest amendments in Official Gazette of RM No. 41/2014), main responsibilities of the Center are "organization, implementation and support of external evaluation and testing achievement of students in primary and secondary education, training of candidates for directors, as well as conducting examination of directors for primary and secondary schools."

² IPA Council Regulation (EC) No. 1085/2006, adopted on 17 July 2006. January 10, 2010.
http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_210/l_21020060731en00820093.pdf

Currently the National Examinations Center has 25 employees. Pursuant to the Law on National Examinations Centre, the institution is, among other, also responsible for:

- Conducting trainings of candidates for directors of primary and secondary schools;
- Preparation of Programme for training and examination of directors in primary and secondary schools and proposing it to the Minister responsible for Education and Science;
- Conducting and administering the exam for directors of primary and secondary schools;
- Issuing certificates to candidates who passed the exam for directors of primary and secondary schools.

The training and professionalization of the school directors is also foreseen in the National Program for Development of Education 2005-2015, in which the need is justified with the lack of managerial capacities of the directors in primary and secondary schools.

The idea for "professionalization" of directors was first addressed in the Secondary Education Activity (SEA) project (2003-2008), financed by USAID. This five-year project, implemented in collaboration with the Ministry of Education and Science, aimed to improve the quality and relevance of secondary education for youths, to equip them with the skills and knowledge to succeed in a changing social and economic environment, and to provide the economy of the Beneficiary country with a more flexible, better-prepared workforce. The project incorporated several strategies for achieving this result, including "Improving school environments by helping make school directors more effective managers and agents of change". In order to implement this strategy, the project developed the School Management Component aimed towards improving professional competencies of school directors through initiation of Certification Program and continuous professional development. The School Management Component was tasked with building the knowledge, skills, and abilities of School Directors to provide the leadership and support to their schools in providing quality education. Using the Slovenian model, SEA developed School Director Training Model - a training and certification Program for school directors. Originally planned to include only the certification of secondary school directors, the program expanded to include over 300 primary school directors. In the end 375 directors were trained with SEA funds, and additional 1,100 with personal funds. Also, thirteen educators were trained by local and international experts in the Slovenian School for Directors, and mentored by Slovenian experts to deliver trainings. SEA continued its support to school directors through School Management Manual which served as a basis for advanced training on Quality in School, School Finances and Legislation. In addition, SEA provided technical expertise to the MES and developed a practical manual.

The legislative framework regarding the examination of directors is defined in the Rulebook for the Programme for preparation and examination of candidates for directors of primary schools (Official Gazette of RM, No. 78/2010 and amended in Official Gazette No. 73/2011), the Rulebook for the Programme for preparation and examination of candidates for directors of secondary schools (Official Gazette of RM, No. 142/2010 and amended in Official Gazette No. 73/2011), and the Law on training and examination of directors of primary and secondary schools, dormitories and open citizen universities for lifelong learning (Official Gazette of RM, No. 10/2015).

The Programmes (modules) for training and examination are prepared by the National Examinations Centre and adopted by the Minister of education and Science. According to the Law candidates should attend initial and advanced training. The main objective of the Programmes is to provide training of candidates for directors, so that they can acquire the

necessary professional skills to carry out the needed tasks. Through this Programme, the candidates should receive the necessary knowledge and gain practical skills in the areas of education management and pedagogical instructional activities, in particular improving the knowledge and skills for creative and quality solutions in the educational process, gaining new skills for efficient planning, development and organization of the school process, understanding of the role of the director in the political, social, economic, jurisdictional and cultural context, understanding of modern methods for analysis of problems and their resolution and management, creating an atmosphere for continuous professional development, exchange of knowledge and experiences between directors, effective appliance of the competences for development of the education system as a whole and evaluation of the professional training of the certified directors. After completion of the trainings, a final exam is envisaged for the candidates who have successfully passed the training for certification of directors. The candidates who pass the exam receive Certificate for passed exam for director.

Since the Law on training and examination of directors of primary and secondary schools, dormitories and open citizen universities for lifelong learning (Official Gazette of RM, No. 10/2015), has been adopted just recently, the gaps between the Law and the Programmes for preparation and examination of candidates for directors are obvious and there is an urgent need for their revision and update. The revision and update of the existing Programmes is also determined by the need for adjustment to the changed social, economical and educational circumstances. It is necessary to immediately analyze and oversee the current situation and ensure that legal environment in this area is coherent, aligned and responsive to the current situation and needs.

Based on the above mentioned, and taking into consideration the fact that the area of education is one of the crucial obligation under the decentralization process in the country, it is necessary at the same time to review and strengthen the capacities of the relevant school management structures that are supporting the functioning of directors (depending on the school, the following positions are present: deputy director, assistant director, head of shift, secretary, etc.). Their structuring is varying depending on the institution, but, principally they are playing the key support role contributing to more effective and efficient school management and functioning of the directors. For that reason, it is necessary to identify the needs of the school management structures for continuous capacity building, in terms of required knowledge and skills for more efficient organization and functioning of the schools. In that direction, a Programme (Training Needs Assessment and Training Action Plan) for strengthening the school management structures shall be prepared and piloted with this project.

The operation is also aligned with the following strategies and policies in the education sector: National Strategy for Development of Education 2005-2015; Conception for nine years primary education; Strategy for Vocational Education and Training in the context of Lifelong Learning 2013 – 2020 with Action Plan; Act for the method and procedure for conduction of inspection supervision and education inspection.

3.2 Linked activities (other international and national initiatives):

Links to IPA programmes

This operation is linked with the overall implementation of OPHRD 2007–2013 and in particular with the operations under the Priority Axis 2: Education and training–Investing in human capital through better education and training and also Priority Axis 4–Technical Assistance:

Programming period 2007-2009:

- Measure 2.1: Modernising the educational and training system (Twinning contract - Support to the Modernisation of the Educational and Training System)

- Measure 2.1: Purchase and update of the teaching equipment for vocational training for implementation of the reformed curricula (Supply contract)
- Measure 2.2: Support to the integration of ethnic communities in the educational system (Twinning contract - Supporting Integration of Ethnic Communities in the Educational System (Twinning contract)
- Measure 2.3: Developing adult education and lifelong learning (Twinning contract - Support for capacity building of the Centre for Adult Education and development of program for adult education and program for literacy and fulfilment of elementary education for excluded persons)

Programming period 2010-2013:

- Measure 2.1: Enhancing synergies and links between education and labour market
Enhancing lifelong learning through modernizing the Vocational Education and Training and Adult Education systems (One service and two supply contracts)
Further improvement of the system for development and implementation of NQF (One service and one supply contract)
Developing cooperation between higher education institutions, private sector and relevant public bodies (Twinning contract)
Support to the modernization of the system for post-secondary education (Twinning Light contract)
- Measure 2.2: Support to the integration of ethnic communities in the educational system
Achieving quality education through providing intercultural learning environment for all ethnic communities
- Measure 4.1. Support to the implementation of OPHRD 2007-2013:
Framework contract - 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
Framework contract - Technical assistance for preparation of tender documentation for supply of teaching equipment for vocational training
Framework contract - Evaluation of the support in the area of integrated education and inclusive education with perspectives for the future assistance and development

Links with other donors programmes

This operation is linked with number of past and current projects supported by other donor assistance:

Title: Secondary Education Activity (SEA) project

Donor: USAID project

Value: 10 million \$

Duration: 2003-2008

Description: This five-year project aimed to improve the quality and relevance of secondary education for youths, to equip them with the skills and knowledge to succeed in a changing social and economic environment, and to provide the economy of the Beneficiary Country with a more flexible, better-prepared workforce.

Title: "Education Modernization Project"

Donor: World Bank project

Value: 20 million \$

Duration: 2004 - 2011

Description: The main Objectives of this project were to: 1 - Improve quality of learning and participation at the targeted schools by strengthening school level planning and

management.

2 - Improve equity and efficiency for a decentralized education system

Title: "Technical Assistance for Education Assessment"

Donor: MOES, Education Modernization Project and CITO

Value: 18 million \$, Duration: 2004 – 2008

Description: The objectives of this Project were: (a) Improving school based learning and attendance at the local level; and (b) Empowering schools and school communities to strengthen school level planning and management and improve performance.

Title: Teacher career and professional development

Donor: USAID project

Value: 950.000 \$ Duration: 2012-2015

Description: The main objective of this project is to strengthen the teacher career and professional development system in the Beneficiary Country and to create and institutionalize structures and processes that guide and inform the system.

Title: Skills Development and Innovation Support

Donor: World Bank project

Value: 17.700.000,00 EUR

Duration: 2014- 2019

Description: Considering the fact that the economic growth, employment and competitiveness depend largely on the existence of a properly trained workforce, through the project "Support to skills and competences development", the activities will contribute to better connectivity of the vocational and higher education to the labor market needs.

Other relevant projects:

- Mutual Learning project on Quality and Quality Assurance in Vocational Education and Training, Adult Learning and Post-secondary Vocational Education and Training (ETF 2009-2012)
- Human and Institutional Development Programme (USAID 2005-2009)

3.3 Results:

The following mandatory result will be achieved through this project:

Programmes for training and examination of directors revised and updated, and Programme (Training Needs Assessment and Training Action Plan) for strengthening school management structures prepared and piloted.

To achieve the aforementioned result the following intermediary results will be achieved:

1. The current state of play regarding trainings and examination of directors analyzed
2. The relevant legislative framework concerning training and examination of directors revised and amendments proposed
3. The Programme (modules) for the initial training and examination of directors of primary and secondary schools revised and updated

4. The Programme (modules) for the advanced training and examination of directors of primary and secondary schools revised and updated
5. ToT (Training of Trainers) module for conduction of the trainings and examination developed and piloted
6. Strengthened administrative and management capacities of school management structures
7. Report with recommendations for future interventions in the area of management of primary and secondary schools prepared and disseminated

Key indicators for achievement are the following:

- 1 Specific Report of the current state of play with recommendations for improvement
- 1 Proposal for amendment of the existing legislative framework;
- 2 Programmes for training and examination of directors revised;
- 1 concept for ToT developed;
- 1 ToT concept piloted
- 20 trainers for Director Examination Programmes Trained
- 1 Programme (Training Needs Assessment and Training Action Plan) prepared and executed
- 100 persons trained according to the Training Action Plan
- 1 Specific Report with recommendations for amendment of the conducted legislation analysis prepared

3.4 Activities:

To achieve the mandatory results and the project purpose, it is fundamental to undertake all activities in a very close partnership with all the relevant stakeholders. It should not be a one-way Technical Assistance from a Member State to a Beneficiary Country. Thus, it mustn't aim at replicating the Member State administrative system but it must help to introduce and share European Union's wide best practices in connection with Community legislation and the specific needs of the Beneficiary Country with respect to implementation of projects in the field of quality assurance and control of the educational system. Throughout the implementation period, the Project shall aim at flexibility, cooperative and tailor-made approach, complementarity with other EU and international projects and high publicity.

The activities that will be developed under this project shall be primarily focused on the under stated point. Please note that any other actions considered relevant and important for achieving the project objectives by the twinning partner, may be taken on board.

1. Analysis of the current state of play, including the legislative framework regarding management of primary and secondary schools considering the European experiences and good practices.

- At the beginning of the assignment, a Working Group or similar exchange forum/body consisting of representatives of the National Examinations Centre, MoES (Department for Primary and Secondary education), Centre for Vocational Education and Training, Bureau for Development of Education, and other relevant institutions in the Beneficiary Country will be established. The working group shall discuss and exchange opinions and knowledge on the current state of play regarding the system for training and examination of directors of primary and secondary schools in the Beneficiary Country, including, but not limited to legislative framework, strategic documents, school management structures, administrative and organizational set up; the Project shall identify and share with the relevant institutions and stakeholders the experiences and the best EU countries practices for organizing trainings and examination of directors of primary and secondary schools.

- The working group will revise the legislative framework and the Programms regarding the existing system for training and examination of directors for primary and secondary schools.

- Investigative joint visits to primary and secondary schools shall be carried out in order to become more acquainted with the daily duties performed by the directors and to identify the skills and knowledge necessary to perform them.

- Based on the gathered data written assessment on the state of play regarding training and examination of directors will be provided. The assessment will especially address the content of the Programs for training and examination of directors and the skills and knowledge they provide in comparison with the set of skills and knowledge directors need for successful management and providing quality in schools. The assessment shall be in line with international requirements and best European practices compatible to the national context.

2. Revision and proposal for amendment of the relevant legislative framework concerning training and examination of directors of primary and secondary schools.

- MS experts shall make in-depth assessment and analysis of the legislative framework concerning the training and examination of directors;

- At least one workshop with the beneficiaries and relevant stakeholders shall be organized for discussion on the strengths and weaknesses of the current legislative framework in the area;

- The MS experts in cooperation with the national experts shall collect and present the conclusions/results from the organized workshops and from their own overall analytical work and assessment;

- Written Proposal shall be prepared, addressing all relevant legal documents and necessary amendments. For each specific legal document (law or bylaw) amendments for their update and improvement will be proposed, also ensuring compliance between all of them

- Mentoring and coaching sessions on revision, update and preparation/drafting of the policy documents shall be provided for all relevant stakeholders

3. Revision and update of the Programme (modules) for the initial training and examination of directors of primary and secondary schools

- At least one Programme (modules) for the initial training and examination of directors of primary and secondary schools shall be developed jointly by the MS experts and national institutions experts

- Tailored training and advice on development and amendments of the Programme (modules) for training and examination of directors of primary and secondary schools

- At least one workshop for presentation and discussion on the newly developed Programme shall be organized and conducted

4. Revision and update of the Programme (modules) for the advanced training and examination of directors of primary and secondary schools.

- At least one Programme (modules) for the advanced training and examination of directors of primary and secondary schools shall be developed jointly by the MS experts and national institutions experts

- Tailored training and advice regarding development and amendments of the Programme (modules) for training and examination of directors of primary and secondary schools

- At least one workshop for presentation and discussion on the newly developed Programme shall be organized and conducted

5. Development and piloting of ToT module (Training of Trainers) for conduction of the training and examination of directors of primary and secondary schools.

- the MS experts will develop specific module for training of trainers for conducting trainings and examination of directors

- the module shall be piloted and at least one training of trainers for conducting trainings and examination of directors shall be organized and executed

- a study visit for the National Examinations Centre, MoES and VET Centre shall be organized. The purpose of the study visit is to exchange experiences and build enduring relations with the counterpart beneficiary institutions and stakeholders in the EU member state. The visit will focus on introduction of the MS system for training and examination of directors, especially the MS Programme(module) for training of trainers and the manner in which it is organized and executed.

6. Preparation and execution of Training Needs Assessment and Training Action Plan for the relevant educational institutions (targeting the school management structure) including the other relevant local and national stakeholders

- Based on the conducted analysis, and in order to improve the quality of the educational system through improving the management of the schools, the MS experts will develop specific Training Needs Assessment(TNA) and Training Action Plan(TAP) targeting the school management structures. The TNA shall focus on capacity building (improving the skills and knowledge of the administrative staff in schools) of the school management structures.
- The TNA should identify the set of skills and knowledge the administrative staff should obtain in diverse areas necessary for better functioning of the schools
- TAP shall be prepared and trainings, workshops, seminars shall be organized for improving the skills and knowledge of the administrative staff in schools in order to ensure better quality and more efficient functioning of the schools.

7. Preparation of recommendations for future interventions in the area of management of primary and secondary schools.

- During their mission in the country, MS experts shall identify weaknesses and strengths related to the school management, and provide written recommendations for future interventions in this area.
- One workshop will be organized with all relevant stakeholders in order to discuss the provided recommendations and the possibilities for their implementation

3.5 Means/ Input from the MS Partner Administration:

The project will be implemented in the form of a Twinning Light Contract between the Beneficiary Country and an EU Member State.

The implementation of the project requires one Project Leader responsible for the overall coordination of project activities and a pool of Short-Term Experts (number to be proposed by the Member State, but within the limits of the budget). It is essential that the team has sufficiently broad expertise to cover all the areas included in the project description.

The interested MS Partner Institution shall include in its proposal the CV's of the designated Project Leader and the proposed Short-term Experts as well as their specific tasks to which they will be assigned to.

The MS Partner Administration should demonstrate experience in delivery of services in the relevant project fields mentioned above. This experience should be described in the proposal

3.5.1 Profile and tasks of the Project Leader

The Project Leader from the Member State must be a high ranking public servant or equivalent staff in Member State administration but preferably the Head of a body engaged in issues concerning the training and professionalization of directors for primary and secondary schools with relevant experience of at least 5 years.

The Project Leader will continue to work at his/her Member State administration but will devote some of his/her time to conceive, supervise and co-ordinate the overall thrust of the Twinning

project and ensure the attainment of the projected outputs. The Project Leader is fully responsible for co-ordination of the work of the experts.

The MS Project Leader will manage the implementation of the project with the Project Leader from the Beneficiary Country and is expected to devote a minimum of 3 days per month to the Twinning project including an on-site visit at least every 3 months. The Project Leader's seniority will ensure his/her ability to mobilize the necessary staff in support of the efficient implementation of the project. In addition, he/she should coordinate, on the Member State side, the Project Steering Committee (PSC), which will meet in Skopje at least every three months.

He/she will be supported by his/her Member State administration for logistic, accounting and administrative affairs.

Qualifications:

Project leader will:

- Be a high ranking public or civil servant of a Member State administration in charge of/ engaged in issues concerning the training and examination of directors;
- Have a University degree in education, social sciences or any other field related to the assignment³;
- Have at least 5 (five) years of working experience in issues concerning training and professionalization of directors for primary and secondary schools ;
- Excellent command of English.

Tasks:

- Conceive, supervise and coordinate the overall thrust of the project;
- Ensure the attainment of the projected outputs;
- Co-manage the implementation of the project with the Beneficiary Country Project Leader;
- Co-ordinate MS experts' work and availability;
- Communicate with the beneficiary, CFCD and EUD;
- Ensure the backstopping functions and financial management;
- Co-chair the Project Steering Committee Meetings;
- Preparation and drafting of start-up and final report in accordance with the Twinning Manual;
- Where necessary, provide technical assistance and advice under the Project.

3.5.2 Profile and tasks of the RTA

N/A

3.5.3. Profile and tasks of the Short-term experts (STE)

³ For reference on equivalent qualification see: EPSO website-Annex 1 (http://europa.eu.int/epso/on-line-applications/pdf/guide-1242-171104_cn.doc)

Other specialist staff will be made available by the Twinning Light Partner to support the implementation of activities. Specific and technical matters can be taken over by short-term experts within the limits of the budget. The proposed pool of short-term experts is expected to cover all relevant areas targeted under this project.

Qualifications and skills:

STEs will:

- have a University-level degree;
- Be civil servants or equivalent staff seconded to work within departments/units related to the primary and secondary education;

- have at least 3 years of practical and professional working experience in the area of training and examination of directors related to the purpose of the mission; the pool of expertise to be in areas including analysis and revision of legislation, strategic documents and developing procedures for training and examination of directors for primary and secondary schools in a Member State, as well as delivering trainings for the national stakeholders;

- be fluent in English.

Tasks:

- More specifically, STEs will:
- Provide practical expertise/advices to relevant staff for the execution of different tasks related to the project;
- Prepare and implement specific tasks based mainly on practical cases and their experience in compliance with their mission description and in accordance with the project activities;
- Suggest establishment/improvement of relevant procedures/systems;
- Contribute to the project reporting, contribute to the draft notes and other documents and report on their missions;
- Address cross-cutting issues.

4. Institutional Framework

4.1 Beneficiary institution

In terms of this Twinning Light Project, the National Examinations Centre is the direct project beneficiary. Accordingly, the technical implementation of the project, which means day-to-day co-ordination and implementation of the project activities will be a responsibility of the National Examinations Centre.

4.2 Other relevant institutions

Department of Primary and Secondary Education with the Ministry of Education and Science- coordinates all activities related to policy developments in the area of primary and secondary education.

Centre for Vocational Education and Training - coordinates all activities related to

development of qualifications which are coming from educational and vocational policy, and is responsible for accordance and integration of public interests and the interests of the social partners in the area of the vocational education and training

Bureau for Development of Education - performs professional activities relevant to the development and promotion of education in the country. The Bureau is responsible for curricula development and teacher training in general education.

4.3 Co-ordination mechanisms between institutions

A Project Steering Committee (PSC) will be established to monitor the implementation of the project. The PSC comprising representatives of the Department for Primary and Secondary Education, Department for Higher Education, VET Center, the Beneficiary Country Project Leader, the Member State Project Leader, and other stakeholders. The representative from the Delegation of the European Union will also attend meetings of the PSC, as observer.

Any member to the PSC should be approved by the Contracting Authority. The final and exact composition of the PSC will be agreed with the Contracting Authority at the start up of the project.

It should be noted that the participation of the Member State Project Leader in Steering Committees meetings has to be combined with expert missions in case the Member State Project Leader is also a short-term expert in the twinning light project. If the Member State Project Leader is not short-term expert in the twinning light project then his visits to the Beneficiary country (one visit every three months) as part of his overall task to ensure coordination and steering of the project, should be organised at the same time as the two Steering Committee meetings of the project.

The Steering Committee meetings are called and chaired by the Project leaders. The PSC will monitor, supervise and co-ordinate the overall progress and implementation of the project. The PSC will provide guidance for the different activities of the project, will define priorities, approve and monitor budgets and approve the results.

The following Project Steering Committee meetings shall be held during the project implementation:

- Kick-off Meeting at the project's start;
- Steering Committee meeting during the 3rd month of implementation, to discuss and approve the start-up report;
- Final Steering Committee meeting, to discuss and approve the Final Report within the project's legal duration.

5. Budget

The project will be implemented through a Twinning Light Contract estimated at a maximum of EUR 250,000 (out of which 85% IPA funds and 15% National co-financing).

Twinning Contract	Total (EUR)	IPA contribution		National Public contribution	
		EUR	%	EUR	%
	250,000.00	212,500.00	85	37,500.00	15

The co-financing requirement foreseen under IPA will be considered fulfilled according to the provision of the relevant Financing Agreement

The financial rules applicable to 'Twinning Light' are the same as those for standard Twinning, except that:

- Equipment and private sector services (other than translation and interpretation where necessary) are not eligible for funding;
- Preparatory costs are not eligible for funding;
- Project assistants are not eligible for funding;

In addition to the IPA and National co-financing as part of the Twinning Contract amount, as a rule, all twinning contracts must provide additional co-financing on the side of the Beneficiary Institution, for the purpose of covering costs not covered under the project budget as per Twinning manual, point 5.13, as follows:

- Direct and indirect cost of the Beneficiary administration working for the project;
- Travel by the beneficiary officials from their capitals to a MS or between MS;
- Organisation of seminars/workshops/trainings (incl. venue, printing seminar materials and other logistical support.)

The following expenses are to be covered with the project funds:

- Visibility cost;
- Audit certificate cost;
- per diems and incidental costs for the study visit.

The project will be located in the premises of the National Examinations Centre, who will ensure appropriate facilities and basic equipment for the work of the experts.

This includes administrative support, office space, computers, telephone and fax and other necessary facilities. This contribution should also include logistical support for various training activities, including selection of trainees (in consultation with the MS/Mandatory body experts), as well as providing the MS/Mandatory body experts with the documents and information necessary for project implementation.

The twinning partner (project beneficiary) shall provide all available assistance to solve unforeseen problems that the MS/Mandatory body twinning partner(s) might face.

The latest version of the Twinning Manual and all the provisions therein (Twinning Manual - revision 2012- Update 2013-2014 and annexes) will apply to the contract. The financial arrangements of the Project shall be finalized upon the preparation of the Project budget.

6. Implementation Arrangements

6.1 Implementing Agency responsible for tendering, contracting and accounting

The Central Financing and Contracting Department of the Ministry of Finance will be the Contracting Authority and shall be responsible for tendering, contracting, payments, accounting and financial reporting. CFCD shall have overall responsibility and supervision of contract's implementation.

Contact person

Ms. Radica Koceva

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6.2 Main counterpart in the BC

IPA Coordinator

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BC Project Leader

Ms. Violeta Naumovska
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6.3 Contracts

One (1) Twinning Light contract is foreseen for the implementation of the above mentioned activities.

6.4 Reporting

Reporting requirements as per Art 6.4 of the Twinning Manual

Proper project reporting is essential to ensure adequate follow-up of project implementation and evaluation of the results. These reports shall consist of a content section and financial section.

Reports will follow the templates of Annex C4/Annex C5 of the Twinning Manual. In addition to these formal reporting stages, the twinning partners are obliged to inform in writing the Contracting Authority (CFCD) of any critical aspects or conditions of project implementation, or any amendments/modifications necessary within the budget.

- A jointly drafted Start-up Report covering the first two months of the contract and submitted during the third month, which should:
 - Clearly define the aims and purpose of the aid provided by the project;
 - Give detailed description of the content of particular parts of the project,

- Work out in detail the activities conducted and the results achieved,
 - Work out in detail all modifications agreed with the beneficiary institution,
 - Review difficulties met during the implementation of the project and measures that were undertaken for their removal,
 - Provide all findings obtained in the meanwhile and preliminary conclusions, and
 - Contain a general plan of activities for the implementation of the remained duration of the project.
- A jointly drafted Final Report shall be submitted within three months upon the completion of the project activities and in any case within the legal duration of the project, and should contain the following:
 - Complete review of all activities conducted by MS experts during the implementation of the project
 - Achieved progress concerning each activity,
 - Summary of all project results, with particular emphasis on mandatory results,
 - Estimation of the project impact compared with the project aims and measures of the achieved progress,
 - Identification of all important problems met during the implementation of the contract and solutions that have been applied,
 - Lessons drawn from the project, and
 - Recommendations for further steps in future projects
 - All Project outputs (assessment reports, recommendations, draft methodologies, etc.) as attachment.

All reports must be produced in English in electronic and hard copy. These reports shall be signed by both Member State and Beneficiary Country Project Leaders, and be submitted to the Contracting Authority. Each report must be presented in electronic format and 4 hard copies two week prior to the Steering Committee meetings to the relevant participants (the Project Beneficiary, the Contracting Authority, the members of the Steering Committee and the EU Delegation). All reports should be written in English and translated into *ΜΑΚΕΔΟΝΙΚΗ*. The final versions should incorporate any comments and discussions during the Steering Committee meetings. Failure to submit satisfactory reports in time may lead to the decision to suspend EU financing for the project.

7. Implementation Schedule (indicative)

7.1 Launching of the call for proposals (Date)

The estimated date for the launching of the call for proposals is: October 2015

7.2 Start of project activities (Date)

The start of project activities is tentatively scheduled for: December 2015.

7.3 Project completion (Date)

The project implementation period (duration of the work plan) is 6 months after the commencement date of the Project.

7.4 Duration of the execution period (number of months)

The project will have 9 months overall execution period with an implementation period of 6 months (The execution period of the contract shall enter into force upon the date of notification by the Contracting Authority of the contract signed by all parties, whereas it shall end 3 months after the implementation period of the Action).

8. Sustainability

The Beneficiary Administration is fully committed to ensuring long term impact of the Twinning Project. The transfer of know-how will provide the National Examinations Centre and other relevant institutions with stronger institutional capacities. The Member State twinning partners shall transfer their best practices and know-how necessary to achieve the mandatory results to the Beneficiary Administration. During the project, the twinning partners should develop documents/handouts, guidelines that will be easily accessible for later use by the beneficiary administration. Staff benefiting from trainings/internship shall transfer knowledge through subsequent training to their colleagues.

9. Cross-cutting Issues

Cross cutting issues have to be systematically addressed during the project lifetime. The mainstreaming of the cross cutting issues is regarded on two different levels:

1. Ensuring that the internal policies, structure or operating procedures of the beneficiary agency will conform to and promote the relevant principles outlined per section below:
2. Ensuring that the products, outputs produced by the beneficiaries (e.g. laws, regulations, policies, and strategies) will conform to and promote the relevant principles outlined in the section below.

Civil society

In compliance with the provisions of the IPA Implementing Regulation, the civil society will be involved through the mainstreaming mechanism developed to integrate it to the implementation of IPA, in accordance with the principle of wide stakeholder representation and partnership of all interested and affected parties. The project will ensure active engagement and consultation with civil society in the work of the project, as appropriate, to ensure the most appropriate, workable and sustainable outputs and results of the project which best meet user and local stakeholder needs.

Equal opportunities

Equal opportunity for men and women to participate in the project will be guaranteed in accordance with EU standard and the Law on Equal Opportunities on Women and Men of the country.

All other forms of discrimination will be banned in accordance with National and EU legislation and standards.

The Twinning partner is expected to provide specific advice and training on the way to set up, manage, monitor and evaluate the equal opportunities mainstreaming within IPA and the work of the project itself. Specific inputs and outputs are expected in this field of gender equality as in the field of other potential discriminations (reference the EU Treaties non-discrimination Article'take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation').

The project will ensure active consultation with self-advocacy organisations and relevant representative NGOS working in the field of equality and non-discrimination, as appropriate, to ensure the most appropriate outputs and results of the project which meet the needs of those vulnerable to exclusion and discrimination. Efforts shall be made to support development of a education system which is inclusive and also adapted to support inclusion of vulnerable and excluded groups including Roma and other minorities communities, persons with disabilities (persons with physical, sensory, learning and intellectual disabilities).

Environmental considerations

Any ecological friendly initiative which can be taken will have to be implemented. Active measures will be undertaken by the project to promote and practice energy efficiency, waste management and recycling and to undertake awareness raising activities relevant and as appropriate in the context of the project's work, to advancing EU energy, climate and environmental standards.

Good governance

All relevant requirements to insure a sound financial management of the project will be fulfilled in accordance with the principle of good governance.

The fight against corruption is a horizontal theme in the Operational programme and necessary provisions will be taken in accordance of Article 19 of R.(EC) N. 718/2007:

"[The] beneficiary countries shall take any appropriate measure to prevent and counter any active or passive corruption practices at any stage of the procurement procedure or grant award procedure or during the implementation of [the] contract."

Communication and publicity

All requirements to ensure the visibility of EU financing will be fulfilled in accordance with R. (EC). N. 718/20074.

10. Conditionality and sequencing

⁴ See. Article 62 and 63. of R. (EC). N. 718/2007

10.1 Conditionality

The Twinning project requires full commitment and involvement on behalf of the representatives of the National Examinations Centre. Therefore, the National Examinations Centre commits to providing adequate staff and support to the Twinning partner(s).

To achieve this objective, a special attention has to be given to the following issues:

- The beneficiary administration has to appoint the Project Leader and indicate and provide the staff that will be involved during the Twinning project implementation;
- Full coordination and transparency is expected among all key players involved;
- The MS Twinning partner will be provided with adequate resources to operate effectively and in the most efficient and relevant way;
- Working space and facilities have to be allocated by the beneficiaries before the launch of the tender process;
- Good cooperation and commitment of other stakeholders for participating to the project.

10.2 Sequencing

Key milestones will be:

- Approval of the Twinning Light Project Fiche;
- Circulation of the Twinning Project Fiche to MS NCPs
- Successful completion of a Twinning partner selection;
- Signature of the Twinning Light contract
- Commencement of the twinning partnership
- End of the implementation period;
- Submission of the final report.

ANNEXES TO PROJECT FICHE

1. Logical framework matrix in standard format (compulsory)

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX		Strengthening the quality assurance and control of the educational system		
			Total budget: 250.000 EUR.	IPA budget: 212.500 EUR.
	Intervention Logic	Objectively verifiable indicators of achievement	Sources of verification	Assumptions
Overall objective	The overall objective of this operation is to support the modernization of the primary and secondary education system by further strengthening of the quality assurance and control towards achieving higher student results and competencies.		Certificate of Assurance Final report	N/A
Project purpose	The specific objective of this operation is to support the revision and updating of the existing Programmes for training and examination of directors and also development of new Programme for strengthening the school management structures		Start-up report; Evaluation form responses; Final project report; Annual implementation report;	

<p>Results</p>	<p>Programmes for training and examination of directors revised and updated, and Programme (Training Needs Assessment and Training Action Plan) for strengthening school management structures prepared and piloted.</p> <p>To achieve the aforementioned result the following intermediary results will be achieved:</p> <ol style="list-style-type: none"> 1. The current state of play regarding trainings and examination of directors analyzed 2. The relevant legislative framework concerning training and examination of directors revised and amendments proposed 3. The Programme (modules) for the initial training and examination of directors of primary and secondary schools revised and updated 4. The Programme (modules) for the advanced training and examination of directors of primary and secondary schools revised and updated 5. ToT (Training of Trainers) module for conduction of the trainings and examination developed and piloted. 	<ul style="list-style-type: none"> - 1 Specific Report of the current state of play with recommendations for improvement - 1 Proposal for amendment of the existing legislative framework; - 2 Programmes for training and examination of directors revised; - 1 concept for ToR developed; - 1 ToT concept piloted - 20 Trainers trained 1 Programme (Training Needs Assessment and Training Action Plan) prepared and piloted - 100 persons trained according to the Training Action Plan - 1 Specific Report with recommendations for amendment of the conducted legislation analysis prepared 	<p>Provision of compliance with the existing Indicators for Quality Assurance in the Schools and further alignment with the EQAVET;</p> <p>Full commitment of the relevant stakeholders to fulfill all necessary preconditions for ensuring all technical and administrative provisions;</p> <p>Sufficient managerial and technical human resources available for the purposes of project implementation and sustainability of the results</p> <p>The Beneficiary Country partners continuously support the project team in the implementation</p>
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Project documents;

	<p>Strengthened administrative and management capacities of school management structures</p> <p>7. Report with recommendations for future interventions in the area of management of primary and secondary schools prepared and disseminated</p>		<p>Start-up report and final project report;</p> <p>Attendance sheets for training events;</p> <p>Evaluation of trainings;</p> <p>Certificate of participation;</p> <p>List of participants;</p> <p>Training and teaching materials;</p> <p>Evaluation forms;</p> <p>Reports (annual, quarterly, monthly).</p>	<p>of the project activities;</p> <p>The beneficiary administration appoints the Project Leader counterpart and makes available the staff that will be involved during the Twinning Light project implementation;</p> <p>There is a full coordination and transparency in the work of all key players involved;</p> <p>The Twinning Light partner is provided with adequate resources to operate effectively and in the most efficient and relevant way;</p> <p>Good cooperation and commitment of other stakeholders for participating to</p>
	Activities	Means	Specification of costs	
<p>Activities</p> <p>Advice and coaching sessions</p> <p>Analysis</p> <p>Development</p> <p>Sharing of experience;</p> <p>Tailor made training programme;</p> <p>Seminars, workshops and conference;</p> <p>Study visit</p> <p>Assessment</p>	<p>One Twinning Light contract;</p> <p>One Member State Project Leader;</p> <p>Number of short-term experts should be within the limits of the budget</p>	<p>IPA 212.500 € or 85%;</p> <p>National co-financing 37.500 € or 15 %;</p> <p>Total 250.000 €.</p>		

				<p>the project. Good cooperation between institutions, in particular in relation to the sharing of information;</p>
			<p>Preconditions: Key staff in beneficiary institution appointed to support the implementation of the Twinning Light project. Sufficient number of employees in the beneficiary institution; Workspace/equipment operational and functional.</p>	<p>Commitments from responsible persons in key institutions; Sufficient number of relevant data gathered.</p>

