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| <p><b>STANDARD TWINNING LIGHT PROJECT FICHE</b><br/><b>Support to the modernization of the system for post-secondary education</b></p> |
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**1. Basic Information**

1.1 Publication reference: EuropeAid/137652/ID/ACT/MK

1.2 Programme:

Instrument for Pre-Accession Assistance (IPA) Component IV

Multi-Annual Operational Programme "Human Recourses Development" 2007-2013, Priority Axis 2, (Indirect Management mode)

1.3 Twinning Number:

MK 13 IB SO 01 TWL

14 Title:

Support to the modernization of the system for post-secondary education

1.5 Sector:

Education

Multi-Annual Operational Programme "Human Recourses Development" 2007-2013, Priority Axis 2 - Education and training - investing in human capital through better education and skills

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

1.5 Beneficiary country:

Beneficiary Country<sup>1</sup>

**2. Objectives**

2.1 Overall Objective:

The overall objective of this project is to support the development of human resources through modernizing the education and training system, with special focus on post-secondary education.

2.2 Project purpose:

The main purpose of this project is to support the reform process of post-secondary education by updating the strategic documents and relevant legislation in the field including its institutional and organizational set up

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

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<sup>1</sup> 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

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.

In that direction, the key national education documents are: "National Programme for the Development of Education 2005-2015", "Strategy for Vocational Education and Training in the context of Lifelong Learning 2013-2020", "Concept for post-secondary education 2010", "Strategy for adult education 2010-2015" and national "Entrepreneurial Learning Strategy 2014-2020". These national strategic documents explicitly recognise the need to reform the post-secondary education and support the purpose of this project.

The "National Programme for the Development of Education 2005-2015" states that "the country aims to create a rational network of schools for secondary and post-secondary education harmonised with the needs of the industry, labour market and employment policy, which is able in fast and efficient manner to adjust to the local and global changes". According to this programme, the schools for secondary and post secondary education should meet the European standards and respect the principles of decentralisation, equal opportunities for all, quality, transparency, integration and civil responsibility.

According to the "Strategy for Vocational Education and Training in the context of Lifelong Learning 2013-2020" the development of the system for post-secondary and higher vocational education and training is one of the future priorities, having in mind the need for high -skilled and competent employees.

"Concept for post-secondary education 2010" is reflecting on post-secondary education as an education which shall provide vocational competences meeting the needs of the competent, flexible and modern labour market that imposes the need of different structure of the post-secondary education on content and organisational level. Its transformation shall enable improving the quality, effectiveness and provide more open access to post-secondary education.

"Strategy for adult education 2010-2015" analyzes the priorities in the adult education sector, taking into account the structure of the workforce and percent of the employed people with completed post-secondary education.

Also, vocational education and training, adult education and higher education are targeted in the Entrepreneurial Learning Strategy 2014-2020, adopted in November 2014.

The priority of this project is in line with the overall objective of the Multi-Annual Operational Programme "Human Recourses Development" 2007-2013. The overall strategic objective of the Operational 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 Assistance<sup>2</sup>.

### **3. Description**

#### **3.1. Background and current state of play**

The post-secondary education, being an integral part of the VET system, should enable acquisition of higher level technical and professional skills and qualifications from that of secondary education level - skills levels that are in between the vocational education and training and University level. Post-secondary education enables development of in-depth knowledge, skills and competencies for working with more complex technology, skills for organization of work, management functions of first level mentoring for high specialized services relevant to the labor market. Also, it provides opportunities for progression into the further education for students, including adult learners. It also provides a means for adults in work to update their technical knowledge and skills and, thereby, ensure they remain employable and appropriately qualified for an ever-changing labour market. A re-assessment of the system for the post-secondary education at national level will allow for an appropriate up-dating of the legal base and for new options to be developed by policy makers to modernize the post-secondary education sector.

This project is expected to support the advancement of horizontal and vertical accessibility routes into education, the development of flexible learning pathways for students, including adult learners, providing them with new educational opportunities. It will also advance post-secondary education and reference the National Qualification Framework (NQF), ensure the involvement of employers, effectively use information from the labour market and demand side, and include different EU good practices in order to promote awareness about the post-secondary education system. Finally, closer links and a strengthening of systematic and sustainable cooperation among the VET schools, adult education actors, private sector and higher education institutions is expected to be accomplished by and through this operation.

#### **The Law and legal base**

The system of post-secondary education in the country is regulated principally by the Law on Vocational Education and Training (Official Gazette of RM, No. 71 from 08.06.2006). According to the Law on Vocational Education and Training, the post-secondary education can be organized in public and private institutions, verified (accredited) by the Ministry of Education and Science, such as VET schools, higher VET schools, specialized VET institutions and VET institutions within the chambers and employers associations. The post-secondary education in the country is realized through curricula for specialized education and for the professional crafts exam. It provides in-depth qualifications which require specific competences, technology

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<sup>2</sup> 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\\_2101\\_21020060731en00820093.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/L_2101_21020060731en00820093.pdf)

knowledge and skills, as well as organizing or leading operational work in the production and services.

Principally, the other laws relating to the area of post-secondary education are: the Law on Secondary Education (Official Gazette No. 44/1995 – initial version and latest amendments in No. 24/2013), the Law on Adult Education (Official Gazette No. 07/2008), the Law on Higher Education (Official Gazette No. 35/2008 – initial version and latest amendments in No. 41/2014), the Law on Crafts (Official Gazette No. 62/2004 and No. 115/2010), the Law on Open Citizens Universities for Lifelong Learning (Official Gazette No. 36/2011 and No. 41/2014) and the Law on National Qualifications Framework (Official Gazette No. 137/2013).

As above mentioned the area of post-secondary education is regulated through several laws that have caused certain inconsistencies and overlapping. Therefore, there is an urgent need to re-address and revise the respective legal base in order to provide a clearer, more coherent, comprehensive legal frame for further improved organization, functioning and promotion of the post-secondary education.

#### *The scope of post-secondary education*

Post-secondary education enrolls both employed persons and unemployed persons who want to advance their qualifications and want to acquire new specializations. The post-secondary education is available to persons who have completed (four year) technical education or occupational vocational education (three year) and also to persons who have completed secondary general or art education and who have three year work experience.

Post-secondary education is classified as NQF level 5B. Appropriately, within the post-secondary school education (specialist education and craftsman exam), the graduates can receive formal or non-formal VET education level training but they graduate with a formal post-secondary education qualification - Diploma. Within the post-secondary school education the Law on Higher Education provides a means for post-secondary courses to be run to a higher level educational level (from 60 to 120 credits); the graduates of such a higher educational level programme can receive a higher graded Diploma.

Currently, post-secondary education courses are available and taught by in secondary VET schools or mixed secondary VET-Gymnasia. Courses extend from 400 to 900 teaching hours depending on the type of specialization. The latest data from the State Statistical Office record states that there were 449 graduates from post-secondary education in 2011. The Ministry of Education and Science has conducted short questionnaire on the status of latest enrolment of students in post-secondary education for the school year 2014/15 covering all VET schools in the country. The administrative data has shown that for 2014/15 300 students are currently in the enrolment process in the post-secondary education. In addition, most of the VET schools that have provided the information at the same time have expressed interest for further improvement and modernizing of the offer for the post-secondary education level.

#### *The challenges and the need for reform- justification*

As mentioned, there is a need to review the legislative framework to bring clarity to the legal text relating to post-secondary. In addition the 'Concept for Post-Secondary Education' also needs to be reviewed.

Although a 'Concept for post-secondary education' was adopted in the year 2010, the post-secondary education in the country is still organized and implemented according to the old

curricula from year 1989. The 2010 'Concept for post-secondary education' is a rather theoretical and not an operational document. For this reason it has never been properly applied. The Concept requires revision and updating and also requires a realistic action plan in order to be practical and operational in light of the reform process in the area of post-secondary education.

Until recently, the focus of attention has been put on reform of the secondary vocational education and training. Post-secondary education curricula have not been considered attractive as they are out of date and consequently there has been low interest for enrolment in post-secondary education in the past period.

The review and revision to the legislative framework as well as the Concept is first required to lay the ground for and facilitate further follow up actions to update the post-secondary educational curricula in priority occupational sectors. Furthermore, at the moment graduates from the VET system (4 years) have only very limited further training alternatives other than higher education because the systems of post-secondary education and training and short cycle higher education are still in development stage. The graduates from the VET system (3 years) have also very limited opportunities for further formal education. After completing the VET school programme of 3 years they have the option to continue their education through post-secondary education.

Modernisation of the post-secondary education system is needed to give school leavers different options for further education other than University. Further education options are much need in applied, practical and technical training which are more relevant to their interests as well as relevant to that of employers and the labour market.

The review of the legislative framework considering the post-secondary education, will be inclusive of, but not limited to the above-mentioned laws. Also, if necessary and according to the recommendations of the conducted analysis, a separate Law on post-secondary education shall be prepared. Consequently, the results from these activities will project the steps and scope of the reform required within the post-secondary education. The planned activities shall be implemented in close cooperation with the relevant stakeholders from the public sector and social partners through transfer of good EU practices, peer to peer exchange and on the job learning. Thus, it will support links and strengthen systematic and sustainable cooperation between VET schools, adult education programme providers, higher education institutions, private sector and social partners.

Given the fact that this operation will serve as an important foundation for reform of post-secondary education, it will be followed by further support from the Ministry and Government and support could be provided through projects funded by IPA 2014-2020. Such support would be provided to curricula development and applied/practical post-secondary courses. This project is a demonstration of a strong national commitment in view of the overall modernization of the VET system. Its creation is resulting from the latest National Strategy for Vocational Education and Training in the context of Lifelong Learning (2013-2020) and Entrepreneurial Learning Strategy 2014-2020. At the same time, it will essentially complement the already initiated projects regarding the further strengthening and modernizing of the VET and AE systems in lifelong learning perspectives and regarding the further improvement of the National Qualification Framework.

### **3.1.1 Operational Programme for Human Resources Development 2007-2013**

The Beneficiary country obtained the status of Candidate Country in December 2005 and as such became eligible for all the components of the Instrument of Pre Accession, as stated in IPA Council Regulation (EC) No. 1085/2006. Moreover and with specific reference to the management of the component IV "Human Resource Development" of Instrument of Pre Accession, on 16 October 2009, the European Commission adopted the Decision on Conferral of management powers under IPA Component IV. The Financing Agreement for the Operational Programme Human Resources Development 2007 - 2013 was signed on 26 November 2009 between the country and the European Commission<sup>3</sup>.

The IPA funds under the Human Resources Development Component will be disbursed through the Multi-Annual Operational Programme Human Resources Development 2007-2013, prepared by the Government of the Beneficiary country, and adopted by the European Commission<sup>4</sup> on 7 December 2007. The Human Resources Development Component has the specific objective of preparing the Beneficiary country to implement the Community's Cohesion Policy, with particular attention to the preparation and the future management of the European Social Fund.

The Multi-Annual Operational Programme Human Resources Development 2007-2013 covers a period of seven years (2007-2013) with a financial envelope specified for a three-year period (2007-2009). The Multi-Annual Operational Programme Human Resources Development 2007-2013 is structured in the following 4 priority axis:

- Priority axis 1: Employment-Attracting and retaining more people in employment;
- Priority axis 2: Education and training-investing in human capital through better education and skills;
- Priority axis 3: Social inclusion-Promoting an inclusive labour market;
- Priority axis 4: Technical assistance.

The IPA Structure within the Ministry of Education and Science and the Central Financing and Contracting Department within the Ministry of Finance are both responsible for the management for Priority Axis 2 of the Multi-Annual Operational Programme Human Resources Development 2007-2013. In particular, the IPA Structure is responsible for the implementation, coordination, monitoring and evaluation activities while the Central Financing and Contracting Department is responsible for the tendering, contracting, payments, accounting and the overall supervision of the implementation of the Multi-Annual Operational Programme Human Resources Development 2007-2013.

### **3.2 Linked activities (*other international and national initiatives*):**

#### **3.2.1 Linked projects by other donor assistance:**

**Title:** Skills Development and Innovation Support

**Donor:** World Bank project

**Value:** 17.700.000,00 EUR

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<sup>3</sup> Decision to conferring management powers under IPA Component IV for the Beneficiary country (No. C (2009) 7962).

<sup>4</sup> CCI n. 2007 MK 051 PO 001

**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.

**Title: "Youth Employability Skills (YES) Network".**

**Donor:** Education Development Center (EDC), a US non-profit organization, and funded by the US Agency for International Development (USAID).

**Value:** 6.690.000,00 USD

**Duration:** 2010-2016

**Description:** The goal of the YES Network project is to enhance the employability skills of young people in the beneficiary country aged between 15 and 27. The program targets students in general and vocational secondary schools, unemployed registrants with the Employment Service Agency (ESA), and other out-of-school youth, aged 15-27, in the municipalities of Strumica, Stip, Bitola, Prilep, Gostivar, Tetovo, and the City of Skopje

**Title:** Mutual Learning project on Quality and Quality Assurance in Vocational Education Training, Adult Learning and Post-secondary Vocational Education Training.

**Donor:** Project funded by the European Training Foundation

**Duration:** May 2009 - May 2012

**Description:** the objective of the European Training Foundation Mutual Learning Project was to encourage mutual learning with a view to support the quality of decision making on quality promotion and quality assurance, tertiary professional education and adult learning in South Eastern Europe. This was done through establishing networks of relevant policy makers and experts and through facilitating discussions on different policy options. This project is implemented by the European Training Foundation.

**Title:** Technical Assistance to the Ministry of Education and Science on Life Long Learning (06MAC01/11/102)

**Donor:** Project funded by the European Union – CARDS

**Value:** 1.268.250,00 EUR

**Duration:** February 2008 - May 2010

**Description:** the overall project objective was to further improve the quality and effectiveness of the education and training sector through the development of a modern system of adult learning in line with the needs of the labour market.

**Title:** Supply of Equipment under the Vocational Education and Training -Phase IV- Lot 2(04/MAC01/08/002), Lot 4 (04MAC01/08/004), Lot 5 (04MAC01/08/005)

**Donor:** Project funded by the European Union – CARDS

**Duration:** November 2004 - June 2006; December 2004 - September 2006, November 2004 - September 2006

**Description:** the aim of the project was to supply and provide equipment for the needs of the beneficiary.

**Title:** Vocational Education and Training -Phase III

**Donor:** Project funded by the European Union – CARDS

**Value:** 994.850,00 EUR

**Duration:** August 2004 – August 2005

**Description:** the overall objective of the project was to assist the Government in the development of a coherent Vocational Education and Training policy and strategy designed to support social and economic development through the adaptation of Vocational Education and Training to the needs of the labour market and students.

**Title:** Supply of Equipment under the Vocational Education and Training Programme Phase II - Lot 1, Lot – 2, Lot – 3, Lot -5, Lot 6

**Donor:** Project funded by the European Union – CARDS

**Duration:** December 2003 – March 2005; October 2003 – May 2004; November 2003 – October 2005, October 2003 – February 2005

**Description:** the aim of the project was to supply and provide equipment for the needs of the beneficiary.

**Title:** Vocational Education and Training Programme - Phase II

**Donor:** Project funded by the European Union – PHARE

**Value:** 1.189.300,00 EUR

**Duration:** May 2002 – March 2004

**Description:** the project aimed at completing the process of modernisation of the Secondary Vocational and Training System started in 1997 under the PHARE Programme.

**Title:** Vocational Education and Training (2000)

**Donor:** Project funded by the European Union – CARDS

**Value:** 2.000.000,00 EUR

**Duration:** January 2000 – March 2004

**Description:**Overall objective: Contribute to developing a lifelong learning system through the systemic adaptation of the VET system to the needs of students and the labour market.

Specific objectives: Finalization of curriculum modernization and adaptation in VET schools; Optimization of the overall structure of the VET system, definition of standards and establishment of a system of qualifications; Development of an integrated VET system for young and adults; Upgrading of school equipment to meet requirements of the new curricula; Development of VET legislation.

**Title:** Vocational Education and Training (COP 1997)

**Donor:** Project funded by the European Union – PHARE

**Value:** 2.800.000,00 EUR

**Duration:** April 1998 – October 2000

**Description:** Global goal of this Project is to assist the Ministry of Education in modernising and reforming the system of the education as an important part of the processes for socio-economic reform of the country. This program has been developed in co-operation with the European Training Foundation, which will provide the skills, knowledge and materials required for the implementation of key aspects of the VET reform both nationally and within a number of selected Pilot Schools and the Workers University.

### **3.2.2. Links with 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

### **3.2.3 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
- Concept on post-secondary education 2010
- Entrepreneurial Learning Strategy 2014-2020
- National Strategy for Innovation 2013-2020

### **3.3 Results:**

The project consists of one major component:

- Analysis, review and initiating a reform process of the system for post-secondary education with elaboration of a basis for further improvements

The following mandatory result will directly support the achievement of the project's purpose:

Mandatory result: Reformed system for post-secondary education through analysis, review and update of the strategic documents and relevant legislation in the field, including improvements in the organisational and institutional set-up

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

1. Analysis of the post-secondary education sector with recommendations for future interventions on the improvement and delivery in the sector prepared and best European practices compatible to the national context identified;
2. Concept for post-secondary education revised and updated and the existing legislative framework and bylaws concerning the post-secondary education revised;
3. Procedures which will enable harmonization of the post-secondary education with the National Qualifications Framework developed;
4. Initial assessment of the educational needs within the post-secondary education according to the labour market demands regarding the specificity of a selection of priority occupations prepared;
5. Guideline for development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners developed;
6. Promoted post-secondary education and awareness raised among parents, students, employers and wider public.

Key indicators for achievement are the following:

- At least 20 investigative joint visits to VET schools and other post-secondary education providers carried out
- At least 2 round tables/conferences with the employers and other relevant stakeholders in order to identify the needs of the business community in relation to post-secondary education and training programmes organised
- Report on the state of play analysis of the post-secondary education prepared with written recommendations provided on the improvement and delivery of the post-secondary education in the country in line with international requirements and best European practices compatible to the national context
- At least 2 workshops on the strengths and weaknesses of the current strategic documents and legislative framework in the area of post-secondary education organised
- At least 6 mentoring and coaching sessions provided for the MoES and other relevant institutions on revision, update and preparation of policy documents concerning post-secondary education
- At least 18 tailored training and advice on the development of procedures for enabling harmonization of the post-secondary education with the National Qualifications Framework, on assessment of the educational needs within the post-secondary education according to the labour market needs and on development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners provided

- Revised Concept for post-secondary education prepared
- At least 5 laws taking into consideration the post-secondary education revised
- At least 1 bylaw on post-secondary education developed
- At least 1 workshop for presentation and discussion on the developments concerning the National Qualifications Framework organised
- At least 1 procedure for harmonization with the NQF developed
- Report on Initial assessment of the educational needs within the post-secondary education according to the labour market demands regarding the specificity of selected occupations prepared with written recommendations and methodologies for carrying out assessment of the educational needs provided and introduced to the relevant institutions
- At least 6 selected priority occupations developed
- At least 1 Guideline for development of teaching curricula for post-secondary education prepared
- At least 5 promotional and raising awareness activities organized on national level
- At least 5 promotional and raising awareness activities organised on regional level

### 3.4 Activities:

To achieve the mandatory result and the project purpose, it is fundamental to undertake all activities in a very close partnership with all relevant stakeholders. The Twinning assistance will be provided in a flexible manner, particularly in the form of experience sharing and know-how transfer through advice and written recommendations, tailored on-the-job training, technical assistance. It should not be a one-way Technical Assistance from a Member State to a Beneficiary Country. Thus, it must not aim at replicating the Member State administrative system but it shall help to introduce and share best practices of the EU in connection with Community legislation and the specific needs of the Beneficiary Country with respect to implementation of projects in the field of post-secondary education. 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 challenges and the state of play of the post-secondary education sector and identification of the best European practices compatible to the national context with recommendations for future interventions in the sector

- At the beginning of the assignment, a Working Group or similar exchange forum/body consisting of representatives of the MoES (Department for Primary and Secondary education and more specific the Unit for Secondary Education), Centre for Vocational Education and

Training, Centre for Adult Education, vocational education and training schools, post-secondary education providers and other relevant institutions having competencies in the post-secondary education sector in the Beneficiary Country will be established. The working group shall discuss and exchange opinions and knowledge on the current state of play of the post-secondary education system of the Beneficiary Country, including, but not limited to legislative framework, strategic documents, 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 and delivering post-secondary education;
  - Investigative joint visits to VET schools and other post-secondary education providers shall be carried out in order to identify the issues and needs that schools and students are facing;
  - At least two round tables/conferences shall be organised with the employers and other relevant stakeholders in order to identify the needs of the business community in relation to post-secondary education and training programmes;
  - Based on the gathered data and on the workshops and discussions with the relevant stakeholders, the report on the state of play of the post-secondary education, as well as written recommendations on the improvement and delivery of the post-secondary education in the country in line with international requirements and best European practices compatible to the national context shall be provided and thoroughly discussed with the relevant institutions.
2. Revision and update of the 'Concept for post-secondary education' (year 2010) and drafting/revision of the legislative framework concerning the post-secondary education in accordance with the European standards
- MS experts shall make in-depth assessment and analysis of the Concept on post-secondary education 2010 and of the concerned legislative framework;
  - MS experts shall become acquainted with the current state of play in post-secondary education in the country through desk review and bilateral meeting with the beneficiaries and national stakeholders;
  - At least two workshops for presentation and discussion with the beneficiaries and relevant stakeholders on the strengths and weaknesses of the current strategic documents and legislative framework in the area of post-secondary education shall be organized;
  - 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;
  - Mentoring and coaching sessions shall be provided for the MoES and other relevant institutions on revision, update and preparation/drafting of the policy documents (Concept for post-secondary education and legislative framework)
  - Based on the desk-review, analysis, assessment and conducted training activities, at least 5 laws and 1 bylaw taking into consideration post-secondary education shall be revised and developed.
3. Development of procedures which will enable harmonization of the post-secondary education with the National Qualifications Framework

- at least one workshop for presentation and discussion on the developments concerning the National Qualifications Framework shall be organized and conducted
  - the Project shall provide tailored training and advice on the development of procedures for enabling harmonization of the post-secondary education with the National Qualifications Framework.
  - at least one procedure for harmonization with the National Qualifications Framework concerning post-secondary education shall be developed jointly by the MS experts and national institutions experts
4. Initial assessment of the educational needs within the post-secondary education according to the labour market demands regarding the specificity of a selection of priority occupations
- the Project shall provide tailored training and advice on the assessment of the educational needs within the post-secondary education according to the labour market needs. The advice and coaching activities will help to build the capacity of the beneficiary institutions to assess the educational needs within the post-secondary education according to the labour market demands regarding the specificity of a selection of priority occupations.
  - a study visit for the Department for Primary and Secondary Education, VET Centre and post-secondary education providers 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 good practice methods for strengthening curricula development and training programmes and developing capacities in accordance with the labour market needs and demands in post-secondary education;
  - written recommendations and methodologies for carrying out assessment of the educational needs shall be provided and introduced to the relevant institutions.
  - assessment report on post-secondary education and training programmes shall be produced by the MS experts in cooperation with the national experts
  - on the basis of the conducted assessment and training activities, at least 6 priority occupations shall be selected and developed
5. Preparation of Guidelines for development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners
- the Project shall provide tailored made training and advice to the relevant beneficiary institutions on the development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners.
  - one model/Guideline for development of teaching curricula for post-secondary education shall be prepared jointly by the MS experts and national institutions experts and social partners.
6. Promotional and awareness raising activities
- Promotional and raising awareness activities shall be organised on a national level (radio, television, print media and internet campaigns), undertaken together by the beneficiary institutions and MS experts for raising awareness about post-secondary education programmes, the project activities and objects - engaging students, employers and the wider community;

- Promotional and raising awareness activities/events shall be organised on a regional level (each of the 5 regions in the country to be targeted), undertaken in cooperation by the beneficiary institutions and MS experts for raising awareness about post-secondary education programmes, the project activities and objects - engaging students, employers and the wider community.

Activities within the training programme will be assessed through practical tools. The results will be compiled and presented to the Steering Committee and integrated in the interim quarterly reports. Also, regular monthly meetings of the Working group designed for coordination (representatives from the BS and MS) are foreseen in order to guarantee smooth implementation and achievement of the intermediary results. When it is relevant and possible, the other activities of the twinning light project will be evaluated in the most relevant way.

Whereas necessary, the activities will be implemented by establishing additional working groups that will include project's short term experts, employees from the Department for Primary and Secondary Education and VET Centre and relevant stakeholders representatives.

### **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 Twinning Light Project is envisaged to provide exchange of experience and know-how with a MS Institution with good practice in the stated project activities. The Twinning Partner shall provide an adequate team of experts – including a Project Leader responsible for overall coordination of project activities and a pool of Short Term Experts (STEs) with suitable knowledge to carry out the activities described.

The interested Member State institution shall include in its proposal the CV's of the designated Project Leader and the proposed STEs 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 or civil servant in Member State administration or equivalent staff, but preferable the Head of a body responsible for policy making and /or management of post-secondary education 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 mobilise 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:

The Project Leader will:

- be a high-ranking public or civil servant of a Member State administration in charge of/engaged in issues concerning policy making and /or management in the field of post-secondary education;
- have a University degree preferably in education, social sciences or another field relevant to the assignment;
- have experience of at least 5 years in policy making and /or management in the field of education with particular attention to post-secondary education;
- be fluent in 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)**

Up to 12 short-term (STEs) experts:

Other specialist staff will be made available by the Twinning 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.

### Qualifications and skills:

STEs will:

- have a University-level degree<sup>5</sup>;
- Be civil servants or equivalent staff seconded to work within departments/units related to post-secondary education
- have at least 3 years of practical and professional working experience in post-secondary education related to the purpose of the mission. The pool of expertise should be in areas including analysis and revision of legislation, strategic documents and developing procedures for reforming the post-secondary education in a Member State, as well as delivering trainings for the national stakeholders inclusive education including for persons with learning difficulties;
- be fluent in English.

### Tasks:

More specifically, STEs will:

- Prepare and implement training tasks based mainly on practical cases and experience;
- Provide practical expertise /hands-on advices to staff of Department for Primary and Secondary Education within the MoES for the execution of tasks related to the policy making. He/she will support the civil servants within the MoES in the whole process of the policy-making activities, including support in drafting of the relevant laws and bylaws, assessment of the education needs within the post-secondary education etc;
- Provide support in management of the reform process of post-secondary education (analysis, assessment, recommendations, best practices in developing and harmonising, laws, bylaws, strategies and curricula for post-secondary education);
- Assist in revision and improvement of relevant strategic documents;
- 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: gender equality, discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

## **4. Institutional Framework**

### **4.1 Beneficiary institution(s)**

Main beneficiary and coordinator of the project will be the Ministry of Education and Science responsible for the policy developments in the area of post-secondary education. Accordingly, the technical implementation of the project, which means day-to-day co-ordination and

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<sup>5</sup> For reference on equivalent qualification see: EPSO website-Annex 1 ([http://europa.eu.int/epso/on-line-applications/pdf/guide-1242-171104\\_en.doc](http://europa.eu.int/epso/on-line-applications/pdf/guide-1242-171104_en.doc))



implementation of the project activities will be a responsibility of the Department for Primary and Secondary Education and more specifically the Unit for secondary education.

The Ministry of Education and Science will be directly responsible for co-ordination and management of the project from the beneficiary side and will support the Twinning project team in organizational and technical matters. Coordination will be ensured among all institutions relevant to the implementation of the project. In that direction working group for smooth implementation and achievement of the intermediary results will be established.

### **Structure of the Ministry of Education and Science**

The **Ministry of Education and Science** is the main state authority in charge of education policies. Some of the relevant responsible Departments related to this project are:

- Department of Primary and Secondary Education, coordinates all activities related to policy developments in the area of post-secondary education.
- National Focal Point connects the National Framework of Qualifications with the European Qualifications Framework and the qualification framework for European area of higher education.
- Vocational Education and Training Centre, coordinates all activities related to development of qualifications which are coming from educational and vocational policy, and
- Centre for Adult Education coordinates all activities related to development of qualifications which are coming from non-formal education.
- Bureau for Development of Education responsible for curricula development and teacher training in general education.
- Department for Higher Education and Universities relating to the area of post-secondary education

Other relevant institutions which will be involved during the implementation of the contract:

- Ministry of Labour and Social Policy
- Employment Service Agency
- Chamber of Crafts;
- Employers Association;
- Vocational Education and Training schools;
- Employers and Chambers of Commerce;
- Education and training providers;
- Other relevant stakeholders

### **4.2 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 and CFCD 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). Its maximum duration (time spent for Twinning activities) is limited to 6 months. This duration is supplemented by the standard 3 months execution period foreseen for inception and reporting (see Article 2 of the general Conditions for Grants, Annex A2 to the Twinning contract).

| Twinning Contract | Total (EUR) | IPA Community contribution |    | National Public contribution |    |
|-------------------|-------------|----------------------------|----|------------------------------|----|
|                   | 250,000     | EUR                        | %  | EUR                          | %  |
|                   |             | 212,500                    | 85 | 37,500                       | 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:

- a) Equipment and private sector services (other than translation and interpretation where necessary) are not eligible for funding;
- b) Preparatory costs are not eligible for funding;
- c) 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 Ministry of Education and Science. The MoES will ensure appropriate support 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**

Head of the Operating Structure

Ministry of Finance / Central Financing and Contracting Department

“Dame Gruev” 12, 1000 Skopje

## 6.2 Main counterpart in the BC

### IPA Coordinator

Ms. Nadica Kostoska  
Deputy Head of Department for EU  
Ministry of Education and Science  
"Sv.Kiril I Metodij" 54, 1000 Skopje

### BC Project Leader

Ms. Dana Biskoska,  
Head of Unit for Secondary Education  
Ministry of Education and Science  
"Sv.Kiril I Metodij" 54, 1000 Skopje

## 6.3 Contracts

One (1) Twinning Light contract is foreseen for the implementation of the above mentioned activities, with an amount of EUR 250.000.

## 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 *македонски* language. 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: November 2015

### **7.2 Start of project activities (Date)**

The start of project activities is tentatively scheduled for: February 2016.

### **7.3 Project completion (Date)**

The project implementation period 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 Light Project. The transfer of know-how will provide the Department for Primary and Secondary Education within the MoES and other relevant institutions in the area of post-secondary education with stronger institutional capacities, as well as with a sound ground for developing and implementing further quality reforms in direction of close partnership and linkage between the post-secondary education institutions and the private sector. The Member State twinning light partners shall transfer their best practices and know-how necessary to

achieve the mandatory results to the Beneficiary Administration. During the project, the twinning light partners should conduct thorough analysis and come up with relevant recommendations concerning the interventions in the post-secondary education, and as well shall develop procedures and 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. Crosscutting 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 post-secondary 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. 718/20076.

## **10. Conditionality and sequencing**

### **10.1 Conditionality**

The Twinning Light project requires full commitment and involvement on behalf of the representatives of the Department for Primary and Secondary Education. Therefore, the relevant Department commits to provide adequate staff and support to the Twinning light partner.

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 to 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 light 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;

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<sup>6</sup> See. Article 62 and 63. of R. (EC). N. 718/2007

- Circulation of the Twinning Light Project Fiche to MS NCPs;
- Successful completion of a Twinning Light 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



## ANNEX 1: Logical framework matrix in standard format

| LOGFRAME PLANNING MATRIX |  | Support to the modernization of the system for post-secondary education  |   |  |
|--------------------------|--|--|---|--|
|                          |  |  | Total budget:<br>250.000 EUR.   | IPA budget:<br>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 development of human resources through modernizing the education and training system, with special focus on post-secondary education.  |  | Certificate of Assurance<br>Final report  |  |
| Project purpose          | The specific objective of this operation is to support the reform process of post-secondary education by updating the strategic documents and relevant legislation in the field including its institutional and organizational set up.   | Updated strategic document and relevant legislation for post-secondary education, including the institutional and organizational capacities strengthened.  | Start-up report;<br>Evaluation form responses;<br>Final Project report;<br>Annual implementation report;    | N/A  |
| Results                  | <p><b>Mandatory result 1: Delivery of Analysis, review and elaboration for further improvements of the reform process of the system for the post-secondary education</b></p> <p>To achieve the aforementioned result, the following intermediary results will be achieved:</p> <ol style="list-style-type: none"><li>1. Analysis of the post-secondary education sector with recommendations for future interventions in the sector prepared and best European practices compatible to the national context identified;</li><li>2. Concept for post-secondary education revised and updated and existing legislative framework and bylaws concerning the post-secondary education revised;</li><li>3. Procedures which will enable harmonization of the post-secondary education with the National Qualifications Framework developed;</li><li>4. Initial assessment of the educational needs within</li></ol> | <p>At least 20 investigative joint visits to VET schools and other post-secondary education providers carried out</p> <p>At least 2 round tables/conferences with the employers and other relevant stakeholders in order to identify the needs of the business community in relation to post-secondary education and training programmes organised</p> <p>Report on the state of play analysis of the post-secondary education prepared with written recommendations provided on the improvement and delivery of the post-secondary education in the country in line with international requirements and best European practices compatible to the national context</p> <p>At least 2 workshops on the strengths and weaknesses of the current strategic documents and legislative framework in the area of post-secondary education organised</p> <p>At least 6 mentoring and coaching sessions</p> | Project documents;<br>Start-up and final project reports;<br>New by-laws / strategies developed and adopted | <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</p> |

|   |   |  |  |
|---|---|--|--|
| the post-secondary education according to the labour market demands regarding the specificity of a selection of priority occupations prepared;            | provided for the MoES and other relevant institutions on revision, update and preparation of policy documents concerning post-secondary education   | Attendance sheets for training events;<br>Evaluation of trainings;<br>Certificate of participation;<br>List of participants;<br>Training and teaching materials;<br>Evaluation forms;<br>Developed Guideline;<br>Reports (annual, quarterly, monthly). | sustainability of the results  |
| 5. Guideline for development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners developed; | At least 18 tailored training and advice on the development of procedures for enabling harmonization of the post-secondary education with the National Qualifications Framework, on assessment of the educational needs within the post-secondary education according to the labour market needs and on development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners provided  |  | The Beneficiary Country partners continuously support the project team in the implementation of the project activities;<br>The beneficiary administration appoints the Project Leader counterpart and makes available the staff that will be involved during the Twinning Light project implementation;<br>There is a full co-ordination and transparency in the work of all key players involved;<br>The Twinning Light partner is provided with adequate resources to operate effectively and in the most efficient and relevant way;<br>Good cooperation and commitment of other stakeholders for participating to the project.<br>Good cooperation between institutions, in particular in relation to the sharing of information;<br>Commitments from responsible persons in key institutions;<br>Sufficient number of relevant data gathered. |
| 6. Promoted post-secondary education and awareness raised among parents, students, employers and wider public.  | Revised Concept for post-secondary education prepared<br>At least 5 laws taking into consideration the post-secondary education revised<br>At least 1 bylaw on post-secondary education developed<br>At least 1 workshop for presentation and discussion on the developments concerning the National Qualifications Framework organised<br>At least 1 procedure for harmonization with the NQF developed<br>Report on Initial assessment of the educational needs within the post-secondary education according to the labour market demands regarding the specificity of selected occupations prepared with written recommendations and methodologies for carrying out assessment of the educational needs provided and introduced to the relevant institutions<br>At least 6 selected priority occupations developed<br>At least 1 Guideline for development of teaching curricula for post-secondary education prepared<br>At least 5 promotional and raising awareness activities organized on national level<br>At least 5 promotional and raising awareness |  |  |

| activities organised on regional level |   |   |
|--|---|---|
|  | Activities  | Means   |
|  | Activities  | Specification of costs  |
|  | <p>1. Analysis of the challenges and the state of play of the post-secondary education sector and identification of the best European practices compatible to the national context with recommendations for future interventions in the sector</p> <p>2. Revision and update of the 'Concept for post-secondary education' (year 2010) and drafting/revision of the legislative framework concerning the post-secondary education in accordance with the European standards</p> <p>3. Development of procedures which will enable harmonization of the post-secondary education with the National Qualifications Framework</p> <p>4. Initial assessment of the educational needs within the post-secondary education according to the labour market demands regarding the specificity of a selection of priority occupations</p> <p>5. Preparation of Guidelines for development of teaching curricula for post-secondary education in cooperation with the private sector and the social partners</p> <p>6. Promotional and awareness raising activities</p> | <p>One Twinning Light contract;<br/>One Member State Project Leader;<br/>Number of short-term experts should be within the limits of the budget</p> <p>IPA 212.500 € or 85%,<br/>National co-financing 37.500 €<br/>or 15 %;<br/>Total 250.000 €.</p> |
|  | <p><b>Preconditions:</b><br/>Key staff in beneficiary institution appointed to support the implementation of the Twinning Light project.<br/>Sufficient number of employees in the beneficiary institution;<br/>Workspace/equipment operational and functional.</p>   |   |

