

STANDARD TWINNING PROJECT FICHE

Developing cooperation between higher education institutions, the private sector and relevant public bodies

List of Abbreviations

BAEHE	Board for Accreditation and Evaluation of Higher Education
BC	Beneficiary Country
BC PL	Beneficiary Country Project Leader
BTCP	Board for Trust and Cooperation with the Public
CC	Career Centres
CFCD	Central Financing and Contracting Department, Ministry of Finance
CV	Curriculum Vitae
DNSHE	Decree on Norms and Standards for Establishing Higher Education Institutions and performing Higher Education Activities
EC	European Commission
EU	European Union
EUD	Delegation of the European Union
HEI	Higher Education Institution
IPA	Instrument for Pre- accession Assistance
LLL	Lifelong Learning
MoES	Ministry of Education and Science
MLSP	Ministry of Labour and Social Policy
MS	Member State (of the European Union)
MS PL	Member State Project Leader
NPAA	National Programme for Adoption of Acquis
NSEND	National Strategy for Equality and Non-discrimination
OPHRD	Operational Programme for Human Resources Development
PAO	Programme Authorising Officer
PSC	Project Steering Committee
SPO	Senior Programme Officer
STE	Short Term Expert

1. Basic Information

1.1 Publication reference: EuropeAid/ 137-658/IH/ACT/MK

1.2 Programme: Instrument for Pre-Accession Assistance (IPA), Operational Programme Human Resources Development (OPHRD) , 2013

1.3 Twinning Number: MK 13 IB SO 01

1.4 Title: Developing cooperation between higher education institutions, the private sector and relevant public bodies

1.5 Sector: Education – Social issues
OPHRD, 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 linkage between higher education institutions and the labour market, in order to improve the quality of higher education from the perspective of graduates and employers as main beneficiaries of higher education services.

2.2 Project purpose:

The specific objective of this operation is to further strengthen institutional capacities of higher education institutions (HEIs) and their cooperation with the private sector, with the main focus on the following activities:

- Analysis of the applicability of study programmes/curricula of HEIs through the evaluation of the employability of students graduating from these programmes;
- Support for the efficient functioning of Career Centres in universities
- Support to the effective operation and functioning of the Boards for Trust and Cooperation with the Public (BTCP's)

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

The aims and objectives of this project are directly linked to those of the National Programme for Development of Education 2005-2015, as well as with the Innovation Strategy 2013-2020 and the Entrepreneurial Learning Strategy 2014-2020, since in all these national documents the development of labour market oriented higher education is highly prioritized. Strengthening the links between higher education institutions and the private sector is one of the first measures directly aimed at achieving better quality of the higher education sector. Also, process of development of a new comprehensive Education Strategy for the period 2016 – 2020 is underway. MoES will coordinate the

¹As 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

whole process, with TA support provided through a Framework contract to be launched in December 2015/January 2016 within the OPHRD 2007-2013.

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 standards and quality of life. This priority is in line with the overall objective of OPHRD (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 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.

3. Description

3.1 Background:

Since 2003, the country actively participated in the Bologna process and has implemented reforms for the achievement of the goals of the Lisbon Declaration. These reforms refer to the provisions of the Law on Higher Education, which facilitated the procedure for recognition of higher-educational qualifications gained abroad. The procedure for recognition is carried out by the National ENIC/NARIC Centar on proposal given by the expert committees for the relevant scientific areas and the deadline for completion of this procedure is limited to 20 working days. For the purpose of effective implementation of the Bologna process, in the past few years necessary amendments to the Law on Higher Education have been made and the relevant bylaws are also enacted. The number of higher education institutions and study programmes has significantly increased over the last few years. At the five (5) public universities there are 65 units (faculties, post-secondary education institutions level 5b according to NQF (EQF)) with total of 900 study programmes for all study cycles.

The National Framework for Higher Education Qualifications has been enacted, the basic descriptors for all study cycles have been determined, higher education institutions during the period 2012-2014 have been re-accredited and accordingly all study programmes include learning outcomes. The total number of identified higher-educational qualifications which are included in the register of higher-educational qualifications is 1190.

This Twinning project is financed within the measure 2.1 "Enhancing synergies and links between education and labour market" of the Multi-annual Operational Programme for

² PA 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

Component IV "Human resource development 2007-2013" of the Instrument for Pre-Accession Assistance.

3.1.1 Justification and Current State of Play

The operation is prepared using wider sectoral approach with the aim to support and strengthen the linkage between higher education institutions, the private sector and relevant public bodies. The aim of this project is to stimulate, promote and support the cooperation between higher education institutions and the private sector, including employers, in order to promote and establish effective sectoral synergies which result in education and study programs relevant to the labour market and which thereby build knowledge, skills and competences among students and graduates, and the workforce, which employers are demanding.

According to the Law on Higher Education, the role and tasks of higher education institutions is to create, protect and transfer knowledge for social and economic well-being and progress of society. Higher Education Institutions are preparing students for occupations that require the application of scientific discoveries and technical knowledge, cultural and linguistic diversity, technological development, arts, culture and sport.

Higher education in the country is organized through curricula/study programmes offered at universities and independent higher education institutions. There are five state (public) universities in the country, with the biggest university, "Ss. Cyril and Methodius" in Skopje, comprising 71% of the total research and teaching personnel in the state university sector. The total number of accredited higher education institutions is 21. For the year 2014-2015 at the 5 public universities the number of enrolled students is 59359 students, number of graduates in bachelor degree is 9863, number of graduates in master degree is 2194 and number of students gained PhD is 206.

The need for closer connection between higher education institutions and the industry/private sector is recognized in the relevant national legislation and policy documents:

- The Law on Higher Education
- The Decree on Norms and Standards for Establishing Higher Education Institutions and performing Higher Education Activities (DNSHE)
- The Law on Scientific and Research Activities
- The Law on Encouragement and Support of Technological Development
- The Innovation Strategy 2013-2020
- The Entrepreneurial Learning Strategy 2014-2020
- Rulebook of the organization, work, method of deciding, methodology for accreditation and evaluation, standards for accreditation and evaluation, and other issues relating to the work of the Board for Accreditation and Evaluation of Higher Education ("Official Gazette" No.151/2012); and
- 'The Guidelines for the criteria for the method for provision and assessment of quality on the higher education institutions and the academic staff in the former Yugoslav Republic of Macedonia'

In order to increase the links between higher education and the private sector, especially employers, the Law on Higher Education in January 2013 was amended³

³ Official Gazette of the Republic of Macedonia 15/2013

foreseeing the establishment and functioning of Career Centres (CC) and Boards for Trust and Cooperation with the Public (BTCP).

According to the Law on Higher Education each university must establish at least one Career Centre. The main goal of the Career Centre is to establish links between students and the business community, including employers, in order to facilitate the access of students to the work place and to promote the university in front of the business community. Career Centres help students in planning their careers, initiate and organize student mobility, organize workshops and seminars, field work for students, etc. They are established for organizing practical training for students preparing them to apply innovative techniques and modern technology in their profession. The Career Centres do labour market research, gather information for the development and needs of the labour market and also keep separate records of former students (alumni). The Career Centres are responsible for organizing career fairs for each faculty/ university where a Career Centre is established. Career Centres are managed by profile advisors who have knowledge in the field of education.

Career Centres are obliged to set up working groups (consisted of representatives from the faculties and Chambers of Commerce) and organize monthly meetings with representatives of the Agency for Foreign Direct Investments, in order to discuss the needs of qualified workforce and reduce the gap between the supply and demand in the labour market.

Furthermore, in order to strengthen the cooperation and links with the business community, employers, professional chambers and other institutions and civil society organizations, and to achieve transparency and accountability for the performance of activities of public interest, each entity on the university (faculty or other HE body) establishes a Board for Trust and Cooperation with the Public.

The main duty of the Board for Trust and Cooperation with the Public is delivering an opinion to the University Senate regarding curricula/ study programmes. When submitting a study programme to the Board for accreditation and evaluation, the University Senate is obliged to submit the opinion from the Board for Trust and Cooperation with the Public regarding that study programme.

The Board networks with other university boards to develop cross university cooperation; it reports on the undertaken activities and opinions of the Board to the regular Chancellor (Rector) Conference⁴. The Board for Trust and Cooperation with the Public has an advisory role. It consists of representatives from the municipality where the Board was formed, representatives from the founding institution, relevant representatives from the business community (within the scope of the study programmes), as well as representatives from the Ministry responsible for higher education.

⁴ This is a public legal body formed to provide coordination between the universities on issues of common practice. Its membership consists of university Rectors, presidents of student parliaments universities, 20 members from the academic and scientific workers elected by the university Senates, represented by their percentage share in the total number of the first time enrolled students in the academic year and one member selected from directors of the faculties. In the work of the Inter-University Conference participates the Minister of Education and Science without the right to vote.

This project will work to support these newly established institutions and their recently appointed staff. Support from this project is required for the development of operational procedures and action plans to advance the effective functioning of these institutions.

Both, the Careers Centres and the Boards for Trust and Cooperation with the Public have a common goal which is to increase student and graduate employability and to reduce the gap between supply and demand in the labour market.

This project will build on previous experience of the Ministry of Education and Science and Ministry of Labour and Social Policy in matching the skills required by the private sector and employers with the skills possessed by graduated students as well as by adjusting the universities' study programmes in accordance to the private sector and employers' needs.

This project/operation is linked with the overall objectives of the IPA I Operational Programme for human resource development OPHRD 2007-2013, and in particular with the operations identified under Priority Axis 2 – Education and Training. It will contribute to and complement the newly developed IPA funded project entitled "*Further improvement of the system for development and implementation of the National Qualifications Framework*", which is expected to start at the end of 2015; this project which will focus on further development and utilization of the NQF and which encompasses higher education learning outcomes.

This project will build on the work of an initiative which has been supported by the UK - the UK funded project "*Building Capacity for better employability*", undertaken by the University of Wales Trinity Saint David, in collaboration with the Faculty of Mechanical Engineering of "Ss. Cyril and Methodius". The project was implemented by the National Centre for Development of Innovation and Entrepreneurial Learning (September 2012-March 2014). Within this project, an overview of the best UK practices for increasing student employability was made and recommendations for decreasing unemployment were prepared. Thereafter, using the recommendations from this project, the MoES undertook further work with support from USAID - the YES Network Project whereby the system of career counselling and guidance to students was strengthened by developing standards and preparing a training program for career counsellors. Also, the Entrepreneurial Learning Strategy 2014-2020, was developed with support from the European Training Foundation.

Furthermore, this project/operation will synergize well with the recently begun World Bank project "*Skills Development and Innovation Support*". The objective of this Project is to improve transparency of resource allocation and promote accountability in higher education, enhance the relevance of secondary technical vocational education, and support innovation capacity in the country. The first component of the project - 1) Improving transparency of higher education - aims at improving both the transparency and efficiency of quality assurance and financing mechanisms in the higher education sector, and consists of the sub-components of quality assurance in higher education, higher education financing reforms, and development of a national technology transfer office.

This project/operation will add to and complement the Erasmus+ support as it will address, in a comprehensive and overarching manner, the higher education system as a whole. This project will provide the tools to support and enable higher education

institutions to steer their programme orientation and development towards labour market relevant programme design. These tools can be used by individual projects supported by Erasmus+ which would address specific and individual faculty programmes whilst also supporting relationship-building between European universities and higher education institutions in the country. The transfer of the best practices for career orientation and development of programs based on the labour market needs (Components 2 and 3 of this project) will also serve to strengthened the capacities of the professors and students for using the opportunities the Erasmus+ programme provides.

It will also follow on from the work of the the European Commission's "Study on Higher Education Provision and Labour Market Opportunities" carried out under the Western Balkans Platform for Education and Training (final reports expected in December 2015). This study tackles a big part of this Twinning project (see objectives below):

1. Map the **provision** of higher education in the region
2. Identify whether students from different educational backgrounds have different **success rate** in completing HE
3. Map the **skills** that employers need, and **gaps** between the skills demanded and those supplied by the HE system
4. Understand the **challenges faced by graduates** on entry to the labour market, and any differences to those faced by EU graduates
5. Identify the success of graduates in **finding employment**
6. Identify the most **dynamic sectors** and industries and assess the most recent labour market developments
7. Identify the sectors and industries that will be **drivers of employment** in the future

3.2 Linked activities (other international and national initiatives):

Title: Strategic Development of Entrepreneurial Learning at National Level

Donor: European Union – IPA Multi-Beneficiary Programme

Duration: 6/2011-06/2012

Budget: 3.000,00 EUR

Description: The project was part of the South East European Centre for Entrepreneurial Learning (SEECCL) 2009-2012 programme. The overall objective was to enhance the contribution of third-level education to the competitiveness drive the way of increased awareness and understanding among higher education establishments of entrepreneurial learning particularly in non-business disciplines.

Title: Development of the National Strategy for Entrepreneurial Learning 2014-2020 and Action plan 2014-2016

Donor: European Training Foundation and the Ministry of Education and Science

Duration: 12/2012-03/2014

Budget: (50-60.000 EUR)

Description: Within this project, the Ministry of Education and Science, with support of the European Training Foundation, developed the National Strategy for Entrepreneurial Learning 2014-2020 and Action plan 2014-2016.

Title: Building capacity for structural reforms in higher education of Western Balkan countries (Project No.511355-Tempus-1-2010-1-RS-Tempus)

Donor: EU

Duration:12/2010-03/2012

Budget: 729.120,04 EUR

Description: The overall project objective was to strengthen the capacity for higher education structural reform in the Western Balkans and facilitate coherent convergence of the region towards the European Higher Education Area as a prerequisite for genuine implementation of the Bologna agenda.

Title: Enhancing the quality of distance learning at Western Balkan higher education institutions (Agreement number-2010-2856/001-001)

Donor: EU

Duration: 10/2010-10/2013

Budget: 123.684,00 EUR

Description: The overall objective of the project was to improve the quality and relevance of distance education at Western Balkan higher education institutions and to enable easier inclusion of partner country institution into the European Higher Education Area.

Title: Regional joint doctoral programme in entrepreneurship and SME management in Western Balkan countries (Project No.510993-Tempus-1-2010-1-IT-Tempus-JPCR 2010-3187001-001)

Donor: EU

Duration: 10/2010-10/2013

Budget: 762.549,40 EUR

Description: The overall project objective was to support development and implementation of a joint doctoral programme in entrepreneurship and small and medium entrepreneurship (SME) management in order to complete the three cycle higher education (HE) system in accordance with the Bologna process and key EHEA/ERA goals. The programme focused on increasing the level of scientific approach and entrepreneurial culture in Western Balkan countries, leading to enhanced connectivity with the labour market.

Title: Interface – Developing and setting-up measures for initiating, enhancing and sustaining higher education – society cooperation (Project No.511224-TEMPUS-1-2010-AT-Tempus-JPHES)

Donor: EU

Duration:10/2010-10/2013

Budget: 855.924,99 EUR

Description: The overall project goal was to ensure that targeted partner country universities are able to facilitate the graduates' entrance into the labour market through enhanced partnerships with enterprises, to set-up an institutionalized lifelong learning (LLL) system based on these partnerships, and to establish a quality improvement system through coordinated contact with alumni.

Title: Strengthening quality assurance system within Western Balkan HEIs in support of national and regional planning (Contract No.2009-4688/001-001)

Donor: EU

Duration:01/2010-01/2013

Budget: 547.333,00 EUR

Description: The overall project goal was to support reforms in high education within the Western Balkans through development of common aims for quality assurance and

integral strategy for institutional assessment.

Title: Matching competences in higher education and economy: From competence catalogue to strategy and curriculum development

Donor: EU Programme - TEMPUS

Duration: 01/2009-01/2012

Budget: 89.527,00EUR

Description: The project aimed to develop or advance methodology and tools for assessing the match between skills and competences developed by institutions of higher education and those required by the labour market in 4 partner countries and develop recommendations for curricula adaptation. Also, to found four Competence and Observatory Centres (COC) which will serve as a national knowledge transfer and training centres for relevant stakeholders and as a service centres. To conduct the knowledge/skills/competences analysis based on 8 pilot study projects.

Title: Creating R&D Capacities and Instruments for Boosting Higher Education - Economy Cooperation

Donor: EU

Duration: 01/2009-03/2012

Budget: 912.000,00 EUR

Description: The main goal of the project was to support partner country universities in the modernization and quality enhancement process of higher education by developing clear R&D strategies based on analytical assessment and benchmark analysis.

Title: South East Europe Continuing Education Network (Tempus CD-JEP-41154-2006)

Donor: EU

Duration: 09/2007-08/2010

Budget: 284.783,00 EUR

Description: The overall objectives of SEECEN were to provide an advanced technical and economic basis for the electric power industry in the SEE through modern and up-to-date Lifelong Learning as an essential element of the European Higher Education Area, to join utilities practice and university experiences to create transferable knowledge for more advanced and realistic planning and operation procedures in the SEE according to the requirements of the European Union.

Title: TEMPUS - CARDS (2001)

Donor: EU

Duration: 04/2002 - Ongoing

Budget: 3.000.000,00 EUR

Description: The purpose of this programme is to promote the reform of higher education institutions in view of improving the quality of academic teaching and learning in line with changing political, social and economic needs. This is done through the Joint European Projects and the Individual Mobility Grants.

Title: TEMPUS - PHARE (COP 1998)

Donor: EU

Duration: 01/1999 – 2000

Budget: 2.000.000,00 EUR

Description: The financial envelope has been allocated to fund the involvement of the country's higher education institutions in the TEMPUS Programme.

This programme consists of the promotion of quality and support for the development and restructuring of higher education, co-operation with partner institutions from the EU, development of teaching curriculum and programmes.

Title: TEMPUS - PHARE (COP 1997)

Donor: EU

Duration: 12/1998 – 2000

Budget: 2.000.000,00 EUR

Description: The financial envelope has been allocated to fund the involvement of the country's higher education institutes in the TEMPUS Program.

This program consists of promotion of quality and support of the development, restructuring of the Higher education, co-operation with the partner institutions from the EU, development of the teaching curriculum and programs.

Title: TEMPUS - PHARE (COP 1996)

Donor: EU

Duration: 12/1997 – 12/2003

Budget: 2.000.000,00 EUR

Description: The financial envelope has been allocated to fund the involvement of the country's higher education institutes in the TEMPUS program. This program consists of promotion of quality and support of the development, restructuring of the higher education, cooperation with the partner institutions from the EU, development of the teaching curriculum and program. The following sub-projects were financed or are being financed: - 5 EU-beneficiary country projects; - 11 compact measures; - 85 East-West and 2 West-East scholarships for individual mobility.

Title: Capacity Building towards a Knowledge-based Economy

Donor: Austrian Development Agency

Duration: 07/2009 – 06/2012

Budget: 510.000,00 EUR

Description: Strengthening the capacities of the *former Yugoslav Republic of Macedonia Agency for Entrepreneurship promotion*, the SME department within the Ministry of Economy and the Business Start-up Centre staff; Provision of start-up trainings; Seed funding; Promotion of innovative thinking and entrepreneurial spirit

Title: University Ss Cyril and Methodius Business Start-up Centre: Phase I - Through networking to successful companies

Donor: Austrian Development Agency

Duration: 04/2006 – 06/2008

Budget: 508.000,00 EUR

Description: Establishment of the first university-based start-up centre; provision of start-up training; business plan competition for students and graduates; support to start-up companies; wide promotion of entrepreneurship; etc.

Title: Building capacity for better employability

Donor: Foreign and Commonwealth Office - UK Embassy in the former Yugoslav Republic of Macedonia

Duration: 09/2012 – 03/2014

Budget: 130.000,00 EUR

Description:

1. Strengthened collaboration between the MoES, MoLSP, Universities and businesses participating in the Inter-Agency Board on employability
2. Improved capacity of the Government to conduct skills analysis provided by higher education institutions versus those in demand by the business sector
3. Pilot screening of a sample Faculty's curricula and comparative analysis of market demand for their graduates, assisted by Swansea Metropolitan University

Although there have been several projects covering higher education, as shown above, none of them have tackled the quality assessment of the higher education sector as a whole, especially the applicability of study programmes in respect of their overall labour market applicability. This is especially important for reducing the gap between higher education institutions and the labour market. There is also an evident need for strengthening the capacity of Career Centres and Boards for Trust and Cooperation with the Public, which are still young institutions (introduced in 2013).

3.3 Results:

The following mandatory results will directly support the achievement of the project's purpose.

Mandatory result 1: The Graduate employability and labour market applicability of the HEI study programmes/curricula assessed with recommendations for HEI study programme reform presented

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

- Development of a methodology for evaluation of the applicability of HEI curricula in relation to labour market needs, based on EU best practices;
- The applicability of the study programs/curricula assessed, through piloting of the above-mentioned Methodology;
- Comparability assessment of study programmes across different higher education institutions (HEIs) undertaken
- Strengthened capacity of staff from relevant institutions for conducting evaluations and assessments of the labour market relevance and applicability of study programmes/curricula of HEIs;
- Proposal for an update of the procedures for amending existing study programmes and introducing of new study programs/curricula developed, discussed and agreed.

Measurable indicators:

- At least 1 methodology for evaluation of the applicability of the curricula developed;
- At least 25 study programs evaluated and assessment report produced;
- Proposal for amendment and/or introduction of at least 5 curricula/study program developed, based on the results of the evaluation;
- At least 14 study programmes assessed and compared across each of the universities where the study programmes are taught;
- At least 1 person per university/faculty trained to conduct evaluation and assessment of study programmes in accordance with the proposed methodology;

- At least 1 proposal for update of the procedures for amendment of the existing study programmes and introduction of new study programmes developed.

Mandatory result 2: Strengthened functioning of the Career Centres

To achieve the aforementioned result the following intermediary results need to be achieved:

- Financial model for self-financing and functioning of the Career Centers identified and developed;
- The functioning of the Career Centers and their cooperation with the relevant stakeholders strengthened;
- The capacities for developing and maintaining the alumni data base strengthened;
- Functional models for organization of career expos on the Faculties developed, including support in implementation;
- Strengthened capacities of Career Center staff and other relevant stakeholders for efficient and effective functioning of the Career Centers;
- Increased involvement of students in Career Centers;
- Strengthened public awareness, in particular among students and employers, concerning the opportunities offered by the Career Centers.

Measurable indicators:

- At least 1 financial model for self-financing of the Career Centers developed;
- Recommendations for improvement of the cooperation between Career Centers and the relevant stakeholders produced;
- At least 1 Register (database) per University strengthened;
- At least 1 functional model for the organization of career expos on the Faculties developed, using good practice experiences from European countries;
- At least 50 persons trained for work in the career centers;
- At least five public events organized.

Mandatory result 3: Strengthened functioning of the Boards for Trust and Cooperation with the Public (the BTCP)

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

- Assessment of the functioning of the BTCP's conducted;
- Improved legal and institutional framework regarding the work of the BTCP's;
- The work of the BTCP's and their cooperation with the relevant stakeholders (business community, Board for Accreditation and Evaluation of Higher Education (BAEHE) and University Senate) strengthened;
- Strengthened cooperation and networking of the different BTCP's;
- Increased public awareness regarding the facilitation role and the opportunities offered by the BTCPs.

Measurable indicators:

- Analysis Report on the functioning of the BTCPs and recommendations for improvement prepared;
- New bylaws developed and adopted, including standardized reports and reporting mechanisms;
- At least 50 BTCP members trained;

- At least 5 public events organized.

3.4 Activities:

The Twinning project should not be a one-way technical assistance from a Member State to a Beneficiary Country. It must help to introduce and share EU wide best practices in connection with Community legislation and specific needs of the Beneficiary Country in the field of cooperation between higher education institutions, research centres, private sector and relevant public bodies. The proposal made by the MS should include the activities they propose to achieve the results listed in the fiche. Without listing necessarily all the possible activities, the proposal should be detailed enough to respond adequately to the Twinning Project Fiche.

The set of proposed activities will be further developed with the Twinning partners when drafting the Twinning work plan, keeping in mind that the final list of activities will be decided in cooperation with the Member State Twinning partner. The components are closely interlinked and need to be sequenced accordingly.

The Twinning assistance will be provided in the form of know-how transfer, and will be delivered through the activities that will indicatively include:

a) Advice and coaching sessions: Coaching and advice activities will be the predominant type of activity. They will help for drafting of new legal acts and/or amendments to the existing national legislation (laws and implementing secondary legislation) which regulates the area of quality assurance of the higher education and strengthening cooperation between the private sector and the higher education institutions, on the basis of the relevant EU principles, further development of procedures, implementing provisions and control mechanisms.

b) Tailor made training programme: This project will include the development and implementation of a tailor-made training programme. The programme will be based on a training needs assessment of the target groups. The training programme will focus on all aspects of improving the capacities of the Beneficiary Country in the areas outlined above. The Beneficiary institution prefers coaching and mentoring, where applicable.

c) Analysis: The Twinning partner should propose a system for quality assurance in higher education in the country with focus on cooperation of higher education institutions, in particular the Career Centres and the Boards for Trust and Cooperation with the Public, with the private sector and employers, according to EU best practices. This task will be done in close cooperation and consultation with the Beneficiary.

d) Development: The Twinning partner will propose and provide assistance and guidance in the development of an improved system for quality assurance of higher education and strengthening cooperation between the private sector and higher education institutions. Also the Twinning partner will assist in improving institutional and administrative capacities and competences to successfully implement the new legislation in relation to higher education reform. This will be done in the course of establishing and introducing new procedures, providing support to establishing sound training support and providing trainings to the beneficiaries of the project. This task will be done in close cooperation and consultation with the beneficiaries. In addition, the Twinning partner is expected to provide written recommendations for improvement of the system in accordance with their experience and best practices, based on which some adaptations shall be made.

e) Study visit: Study visits will be organised for selected representatives of the above mentioned institutions and selected civil servants which are responsible for implementation of higher education policies and quality assurance in higher education, with particular attention to the Career Centres and Boards for Trust and Cooperation with the Public. The visit will allow to advance understanding of good practice for HEI networking and relationship-building with employers, the development and implementation of cross university communication and systems in place and effective for Labour Market analysis of study programmes. The study visit will be useful for ensuring networking with the representatives of the national institutions and the Twinning partners, building mutual trust among the administrations as well as to exchange good practice experience and see how the established systems, procedures and processes work in practice.

f) Seminars and workshops: The Twinning project will involve the organisation of several seminars and workshops for vertical transfer of knowledge from the central to the local level, using and sharing the expertise of MS experts and the experience of the Beneficiary Country administration.

g) Public awareness raising events/conferences will be organized in order to promote higher education and the linkage to the labour market, including employers. At least 10 promotional events will be organized (5 for Mandatory result 2 and 5 for Mandatory result 3) in close cooperation with beneficiaries.

3.5 Means/ Input from the MS Partner Administration:

The project will be implemented in the form of a Twinning Contract between the Beneficiary Country and an EU Member State. Details regarding implementation shall be agreed during the preparation of the Work Plan.

The implementation of the project requires one Project Leader responsible for the overall coordination of project activities, one Resident Twinning Adviser responsible for management and implementation of project activities foreseen on a daily basis and a pool of Short-Term Experts 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 Member State institution shall include in its proposal the CVs of the designated Project Leader and the Resident Twinning Adviser.

3.5.1 Profile and tasks of the Project Leader

The Project Leader from the Member State must be a high ranking official or equivalent staff in Member State administration but preferably the Head of a body engaged in management in the field of higher 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:

Project leader will:

- Be a high ranking official or equivalent staff in Member State administration;
- Have at least one University degree⁵ preferably in Social Sciences or another field relevant to the assignment;
- Have at least 5 (five) years of working experience in management in the field of higher education;
- Excellent command of English.

Tasks:

- To conceive, supervise and coordinate the overall preparation of the project;
- Coordinate and monitor the overall implementation of the project including coordination and direction of the Member State Twinning partner;
- Coordinate MS experts' work and availability;
- Communicate with the beneficiary, Central Financing and Contracting Department within the Ministry of Finance CFCD and EU Delegation;
- Ensure the backstopping functions and financial management;
- Co-chairing the regular Project Steering Committee meeting with the Beneficiary Country Project Leader;
- Guarantee the successful implementation of the Project's Work Plan;
- Preparation and drafting of interim, quarterly and final report.

Beneficiary Country Project Leader (BC PL)

The BC Project Leader will act as the counterpart of the Member State Project Leader (MS PL) and will ensure close cooperation in the overall steering, co-ordination and management of the project from the beneficiary side. He/she will support the Twinning project team in organizational and technical matters and will also coordinate the Project Steering Committee (PSC) on behalf of the BC. The role of the BC PL and the MS PL are complementary.

3.5.2 Profile and tasks of the Resident Twinning Adviser (RTA)

One Resident Twinning Adviser will be appointed.

The Resident Twinning Adviser will be located in the premises of the Ministry for Education and Science.

The secondment of the Resident Twinning Adviser will last 14 months during which he/she will be responsible for the direct implementation of the project under the overall supervision of the MS Project Leader.

He/she will come from the Member State to work on a day-to-day basis with the beneficiary administration. Moreover, he/she will have the overall responsibility for the

⁵For reference on equivalent qualification see: EPSO website (http://europa.eu/epso/doc/diplomes-fortheweb_en.pdf)

smooth and timely implementation of project activities. In addition, the Resident Twinning Adviser will have a critical role in coordination of the project inputs required for the successful implementation of the project activities. The Resident Twinning Adviser will be supported by short-term experts.

The Resident Twinning Adviser will have the overall responsibility for the smooth and timely implementation of the project, the efficient use of project's funds and management of the experts' team.

Qualifications and skills:

- Be a national of a Member State of the European Union;
- Be a civil servant or equivalent staff seconded to work within departments/units of the institution in charge of higher education;
- Have at least one university level degree⁶ in the field of social sciences or another field relevant to the assignment;
- Have at least 3 (three) years of experience in a management position in a national institution in the field of quality assurance in higher education;
- Have experience in designing and/or implementing higher education policies;
- Be fluent in English, both oral and written.

Tasks:

As to the general responsibility of the day-to-day implementation of the Twinning project in the Beneficiary Country, the Resident Twinning Adviser (RTA) tasks will include:

- To carry out the day-to-day implementation of the Twinning project and to coordinate all project activities and experts' inputs in the Beneficiary Country;
- To provide technical advice and assistance to the Sector for Higher Education within the Ministry of Science, with reference to the activities foreseen in the Twinning Work Plan;
- Coordination, management and monitoring of the project activities;
- Ensuring smooth correlation between the activities, deadlines and the envisaged results in the Work Plan;
- Ensuring smooth implementation of the different activities delivered;
- Coordinate and organize training activities;
- To prepare the material for regular monitoring and reporting;
- To prepare of ad hoc reports and notes;
- To provide recommendations on the organisational structure optimization
- To prepare operative side letters;
- To take corrective actions, if necessary, inside the terms of the signed contract.

RTA Counterpart

An RTA Counterpart will be assigned by the Sector for Higher Education within the Ministry of Education and Science

3.5.3 Profile and tasks of the short-term experts

⁶For reference on equivalent qualification see: EPSO website (http://europa.eu/epso/doc/diplomes-fortheweb_en.pdf)

Other specialist staff (short-term experts) will be made available by the Twinning Partner to support the implementation of activities. Specific and technical matters not directly covered by the Resident Twinning Adviser can be taken over by a pool of short-term experts within the limits of the budget. The detailed expert input shall be established when drawing up the twinning work-plan.

Qualifications and skills of short-term experts:

STEs will:

- Be civil servants or equivalent staff seconded to work within departments/units related to higher education;
- Have at least University-level degree⁷;
- Have at least 3 years of practical experience in specific issues related to higher education, including specifically quality assurance and career counselling and development;
- Have practical experience in designing, developing and implementing training activities with reference to higher education bodies;
- Knowledge and professional experience of inclusive education practice
- Experience in and of advancing gender equality and non-discrimination in the education sector
- The STEs must be fluent in both oral and written English language.

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.

The pool of Short-Term Experts should encompass amongst others, the following expertise:

- Institutional set up and functioning of higher education system and institutions;
- Quality assurance of higher education and career counselling and development;
- Comparative legislation analysis and drafting of legislation;
- Training and capacity building.

3.5.4 Profile and tasks of RTA Assistants

3.5.4.1 RTA Assistant:

The RTA will be provided with a full-time RTA assistant to provide technical and organizational support. The RTA assistant will be contracted according to the Twinning rules and paid from the Twinning budget. The assistant will be selected through an open call. The role of RTA Assistant is to support the RTA in the project management. In addition, the assistant will be responsible for the organisation of meetings, seminars,

⁷For reference on equivalent qualification see: EPSO website (http://europa.eu/epso/doc/diplomes-fortheweb_en.pdf)

workshops and the logistical requirements of the project as well as translation/interpretation.

3.5.4.2. Full-time translator / interpreter:

A full-time translator / interpreter from English to the official state language of the country and vice versa will be selected through an open call and contracted according to the Twinning rules and paid from the Twinning budget. The full-time translator / interpreter will be involved in all necessary project activities (training sessions, translation of project documents/reports and materials, organizational activities, etc.). The role of the translator / interpreter will be to provide translation and editing, as well as interpretation services to the Twinning project in general.

4. Institutional Framework

The Contracting Authority for this Twinning project is the Central Financing and Contracting Department within the Ministry of Finance.

4.1 Beneficiary institution (s)

In terms of this Twinning project, the Sector for Higher Education within the Ministry of Science 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 the responsibility of the Sector for Higher Education within the Ministry of Science

Institutional Framework for Higher Education

Ministry of Education and Science

The Ministry of Education and Science is the main state authority in charge of education policies. Ministry of Education and Science consists of 7 (seven) departments and 4 (four) executive bodies. The most relevant responsible departments related to this project is the Sector for Higher Education.

The Department of Higher Education defines the scope of work in the area of higher education; follows the network of higher education institutions and proposes changes for better organisation; monitors the range of students in higher education; monitors the system of preparation of the permanent staff and professional development in the area of higher education; runs the register of higher education institutions; determines the scope of the higher education activity, and based on information calculates the distribution of assets in accordance to the set of standards, criteria and financial plan and coordinates the international cooperation in the area of higher education

The Board for Accreditation and Evaluation of Higher Education

The Board for Accreditation and Evaluation of Higher Education (BAEHE) is a separate entity which was established in 2011. It consists of 23 members, 9 of which are elected from the Interuniversity Conference, 2 from the *former Yugoslav Republic of Macedonia Academy of Sciences and Arts*, 2 students from the Inter-university Student Parliament, 1 representative from the Chamber of Commerce, and 9 members appointed by the Government. The work of the Board is organized and coordinated by the president of the board, which is being appointed from the members of the Board by the Government. The Board selects two vice-presidents from its members. The administrative work for the Board is performed by the Department for support of the work of the Board within the Ministry of Education and Science.

Currently, the Unit for support of the work of the Board for Accreditation and Evaluation of Higher Education (BAEHE) has 3 full time employees.

Public and Private Universities

There are five state (public) universities in the country:

- “Ss. Cyril and Methodius” University in Skopje,
- State University Tetovo,
- “Goce Delcev” University – Shtip,
- University St. “Kliment Ohridski” Bitola,
- University of Information Science and Technology “St. Paul the Apostle” Ohrid.

Also, there are several private universities, out of which the most significant are:

- South East European University (private and public non-profit higher education institution),
- First Private European University,
- FON University Skopje,
- The University of New York in Skopje,
- American College University Skopje,
- MIT University Skopje.

4.2 Other relevant institutions

The **Employment Service Agency** is a public institution performing professional, organizational, administrative and other matters relating to employment and insurance in case of unemployment and provides support, assistance and services to participants in the labour market. The Employment Service Agency provides assistance, support and qualification for the job-seekers and for employers seeking qualified labour.

The **Ministry of Labour and Social Policy** supervises the work of the Employment Service Agency in terms of its compliance with the relevant legislation (Law on Employment and Insurance in Case of Unemployment). Moreover, the Ministry is responsible for the labour policies and relations, the employment and the employability of the employment issues. The Ministry of Labour has jurisdiction to consider the need for further training and retraining of staff through analysis of the labour market.

Participation of stakeholders, especially social partners such as employers' associations, trade unions and the Chamber of Commerce are very significant in the process of higher education. The main role of the private sector in the area of higher education should be directed towards enhancing the cooperation between higher education institutions and the private sector, in order to match the skills required by the private sector and the skills possessed by graduated students.

4.3 Co-ordination mechanisms between institutions

A project Steering Committee (SC) will be established at the beginning of the project comprising senior representatives of the Beneficiary Institutions, the Delegation of the European Union and the Central Financing and Contracting Department within the Ministry of Finance.

The SC will monitor, supervise and co-ordinate the overall progress and implementation of the project. The SC will provide guidance for the different

components of the project, will define priorities, approve and monitor budgets and approve the results.

4.4 Reporting requirements as per Article 6.4 of the Twinning Manual

The Twinning Partners shall submit reports according to the requirements detailed in Article 6.4 of the Twinning Manual.

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

All reports must be produced in English language in electronic and hard copy. These reports shall be signed by both Project Leaders. Each report must be presented in electronic format at least one week prior to the Steering Committee meetings and in two hard copies to the following address:

Ministry of Finance

Central Financing and Contracting Department

Programme Monitoring Unit

Address: Dame Gruev 12, 1000 Skopje

The final versions should incorporate any comments and discussions during the Steering Committee meetings.

5. Budget

The project will be implemented through a Twinning Contract estimated at a maximum of EUR 750,000 (out of which 85% IPA funds and 15% National co-financing).

Twinning Contract	Total (EUR)	IPA contribution		Community		National Public contribution	
	750,000.00	EUR	%			EUR	%
		637,500.00	85			112,500.00	15

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

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, civil servants and other national private experts working for the project;
- travel by the beneficiary officials from their capitals to a MS or between MS;
- organisation of seminars/workshops/trainings (including hall rental, printing materials and other logistical support);
- facilities for the Member State experts: adequately equipped office space; telephone; e-mail services; fax; photocopiers; computer; internet access; secretarial support; and access to information.

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

- visibility cost;
- audit certificate cost.

The project will be located mainly in the premises of the Ministry for Education and Science, who will ensure appropriate facilities and basic equipment for the work of the experts.

6. Implementation Arrangements

6.1 Contracting Authority

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

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“Sv.Kiril I Metodij” 54, 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

Project Leader counterpart

Agim Rushiti

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“Sv.Kiril I Metodij” 54, 1000 Skopje

RTA counterpart:

Jehona Murtezani

Department for Higher Education

Ministry of Education and Science

“Sv.Kiril I Metodij” 54, 1000 Skopje

6.3 Contracts

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

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: June 2016.

7.3 Project completion (Date)

The project implementation period (duration of the work plan) is 14 months after the commencement date of the Project.

7.4 Duration of the execution period (number of months)

The project will have a 17 months overall execution period with an implementation period of 14 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 Sector for Higher Education within the Ministry of Education and Science and other relevant institutions in the area of higher education with stronger institutional capacities, as well as linkage between the higher education institutions and the private sector. 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 workable and sustainable outputs and results 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 standards and the Law on Equal Opportunities for Women and Men of the country.

All other forms of discrimination will be prohibited 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 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 to '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 which meet the needs of those vulnerable to exclusion and discrimination. Efforts shall be made to support development of an education system which is inclusive and adapted to support inclusion of vulnerable and excluded groups including Roma and other minority communities or 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. 718/2007.

10. Conditionality and sequencing

10.1 Conditionality

The Twinning project requires full commitment and involvement on behalf of the representatives of the Department of Higher Education within the Ministry of Education

⁸See. Article 62 and 63.of R. (EC). N. 718/2007

and Science. Therefore, the Ministry of Education and Science 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 the RTA counterpart and indicate and provide the staff that will be involved during the Twinning project implementation;
- 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 Project Fiche;
- Circulation of the Twinning Project Fiche to MS NCPs
- Successful completion of a Twinning partner selection;
- Signature of the Twinning contract, including the Twinning Work Plan;
- Commencement of the twinning partnership (inter alia, the arrival in the country of the Resident Twinning Adviser);
- 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	Developing cooperation between higher education institutions, research centres, private sector and relevant public bodies		
		Total budget: 750.000 EUR.	IPA budget: 637.500 EUR.

	Intervention Logic	Objectively verifiable indicators of achievement	Sources of verification	Assumptions
Overall objective	The overall objective of this operation is to support the linkage between higher education institutions and the labour market, in order to improve the quality of higher education from the perspective of graduates and employers as main beneficiaries of higher education services.		Certificate of Assurance Final report	N/A
Project purpose	The specific objective of this operation is to further strengthen institutional capacities of higher education institutions (HEIs) and their cooperation with the private sector, with the main focus on the following activities: Analysis of the applicability of the study programs/curricula of the HEIs through evaluation of the employability of the students graduating from these programs; Support for the efficient functioning of the Career Centers in the universities; Support to the effective operation and functioning of the Boards for Trust and Cooperation with the Public (BTCP's)	Conducted analysis of the applicability of the study programs/curricula of the HEIs through evaluation of the employability of the students graduating from these programs; Strengthened functioning of the Career Centers; Strengthened functioning of the Boards for trust and cooperation with the public (BTCP's)	Interim and Quarterly reports; Evaluation form responses; Final Project report; Annual implementation report;	

Results	Mandatory result 1: The Graduate employability and labour market applicability of the HEI study programmes/curricula assessed with recommendations for HEI study programme reform presented To achieve the aforementioned result the following intermediary results will be achieved: - Methodology for evaluation of the applicability of the HEI curricula in relation to the labour market needs, based on the best EU practices developed - The applicability of the study programs/curricula assessed, through piloting of the above Methodology,; - Comparability of the study programmes across different higher education institutions undertaken - Strengthened capacity of staff from the relevant institutions for conducting of evaluations and assessments of the labour market relevance and applicability of the study programs/curricula of higher education institutions; - Proposal for update of the procedures for amendment of the existing study programs and introduction of new study programs/curricula developed, discussed and agreed	- At least 1 Methodology for evaluation of the applicability of the curricula developed - At least 25 study programs evaluated - Proposal for amendment and/or introduction of at least 5 curricula/study program developed, based on the results of the evaluation - At least 14 study programmes assessed and compared across each of the Universities where the study programmes are taught - At least 1 person per University /Faculty trained to conduct evaluation and assessment of study programmes in accordance with the proposed methodology - At least 1 proposal for update of the procedures for amendment of the existing study programs and introduction of new study programs developed	Project documents; Interim, quarterly and final project reports; New by-laws developed and adopted Attendance sheets for training events; Evaluation of trainings; Certificate of participation; List of participants; Training and teaching materials; Evaluation forms; Developed Programmes; Reports (annual, quarterly, monthly).	The Beneficiary Country partners continuously support the RTA in the implementation of the project activities; The beneficiary administration appoints the Project Leader and the RTA counterpart and makes available the staff that will be involved during the Twinning project implementation; There is a full co-ordination and transparency in the work of all key players involved; The Twinning partner is provided with adequate resources to operate effectively and in the most efficient and relevant way; Good cooperation and commitment of other stakeholders for participating to the project. Good cooperation between institutions, in particular in relation to the sharing of information; Commitments from responsible persons in key institutions; Sufficient number of relevant data gathered.
	Mandatory result 2: Strengthened functioning of the Career Centers To achieve the aforementioned result the following intermediary results will be achieved: - Financial model for self-financing and functioning of the Career Centers identified and developed; - The functioning of the Career Centers and their cooperation with the relevant stakeholders strengthened; - The capacities for developing and	- At least 1 financial model for self financing of the Career Centers developed - At least 1 Register (database) per University strengthened - At least 1 functional model for the organization of career expos on the Faculties developed, using good practice experiences from European countries - At least 50 persons (teaching staff) for work in the career centers trained - At least five public events organized		

	maintaining the alumni data base strengthened - Functional models for organization of career expos on the Faculties developed, including support in implementation; - Strengthened capacities of Career Center staff and other relevant stakeholders for efficient and effective functioning of the Career Centers; - Increased involvement of students in Career Centers - Strengthened public awareness, in particular among students and employers, concerning the opportunities offered by the Career Centers.			
	Mandatory result 3: Strengthened functioning of the Boards for Trust and Cooperation with the Public (the BTCP) To achieve the aforementioned result the following intermediary results will be achieved: - Recommendations for improvement of the functioning of the BTCP's due to the conducted analysis of their Functioning prepared; - New bylaws regarding the work of the BTCP's and standardized reports and reporting mechanisms developed and implemented; -The work of the BTCP's and their cooperation with the relevant stakeholders (business community, BAEHE and University Senate) strengthened; -The cooperation and networking of the different BTCP's strengthened; - Increased public awareness regarding the facilitation role and the opportunities offered by the BTCPs. offered by the BTCPs shall be raised	- At least 1 analysis for the functioning of the BTCP's conducted - At least 1 new bylaw developed and adopted - At least 50 BTCP members trained - At least 5 public events organized		
	Activities	Means	Specification of costs	

Activities	Need analysis Development of by-laws Advice and coaching sessions; Sharing of experience; Tailor made training programme; Training of trainers; Seminars, workshops and conference; Study tour(s)(up to 2); Assessments	One Twinning contract; One Member State Project Leader; One Member State Resident Twinning Adviser; Number of short-term experts should be within the limits of the budget	IPA 637.500 € or 85%; National co-financing 112.500 € or 15 %; Total 750.000 €.	
	Preconditions: Key staff in beneficiary institution appointed to support the implementation of the Twinning project. Workspace/equipment operational and functional. Good cooperation and commitment of other stakeholders for participating to the project.			