



Roadmap for further development and implementation of the MQF

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Abbreviations

AG EQF	Advisory Group of the European Qualifications Framework
BDE	Bureau for Development of Education
BTCP	Boards for Trust and Cooperation with the Public
CAE	Centre for Adult Education
ECVET	European Credit System for Vocational Education and Training
EQAVET	European Quality Assurance for VET
EQF LLL	European Qualifications Framework for lifelong learning
ESA	Employment Services Agency
ETF	European Training Foundation
HEAEB	Higher Education Accreditation and Evaluation Board
ME	Ministry of Economy
MoES	Ministry of Education and Science
MLSP	Ministry of Labour and Social Policy
MF	Ministry of Finance
MQF	Macedonian Qualifications Framework
NBRM	National Bank of the Republic of Macedonia
NEC	National Examination Centre



NQF	National Qualifications Framework
OS	Occupational Standard
TVET	Technical vocational education and training
QA	Quality assurance
QS	Qualification Standard
VET	Vocational education and training
VET Centre	Vocational Education and Training Centre
VNFIL	Validation of non-formal and informal learning
WP	Work package

1. Introduction to the Roadmap

The development and implementation of the National Qualifications Frameworks is part of a broader context of change, related to implementing the Recommendation of the European Parliament and Council from 28 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (EQF).

Aging population, fast development of modern technology and the trends on labour markets have developed numerous challenges to the education and training systems in many countries. Key challenge is the necessity to ensure quality of education and training and its comparison with the systems in other countries, by means of common European reference meta-frameworks: the EQF and the Qualifications Framework for the European Higher Education Area. The necessity for education to prepare citizens who can respond successfully to the changing economic and social challenges, and the dynamic and ever-growing labour market, terminated the view of education as a single – initial – period of life, which has a clear beginning and ending and the application stage. In modern times, education is a lifelong learning process.

The Macedonian Qualifications Framework (MQF) is the key tool for changing the approaches to learning and investing in human capital in the Republic of Macedonia. The MQF and the Referencing process are part of the comprehensive development of a transparent qualifications system. They contribute towards transforming the education and training system and reforming labour market policies. It should ensure that the qualifications issued in the Republic of Macedonia are internationally comparable and facilitate mobility within the Macedonian and European labour markets.

The MQF was adopted in 2013. It has the ambition to combine the roles of communication and support to reforms. It was established with the aim to improve education and training through the implementation of the learning outcomes approach; to make easier the access to learning in every context and its results explicit for every citizen; to raise the overall level of qualifications of the population and to strengthen the links between qualifications and employment prospects. The level of stakeholders' awareness on the principles and goals of the MQF has grown markedly in 2015-2016, as result of concrete actions for implementation of the MQF.



Since the adoption of the “Macedonian Qualifications Framework – Baselines” and the Law on NQF (2013) the Republic of Macedonia has focused on identifying the challenges for the further development and implementation of the Framework. During the period that followed, the intensive national efforts have been supported by international cooperation and expertise in the framework of projects funded by different donors and loans. This resulted in the Roadmap for the Further Development and Implementation of the Macedonian Qualifications Framework (Roadmap). It contains specially designed working packages for overcoming the key challenges.

1.1. Background and current situation

The MQF is a young framework based on the traditional education and training system, the current situation in education and training, the qualifications system, the needs of the labour market and the individuals, the EQF and international regulations accepted by the beneficiary country.

With the adoption of the NQF Law and the designation of an official representative as full member of the EQF Advisory Group, the country had committed to reference the MQF to the EQF. Till present a number of activities such as establishment and staffing of the NQF Unit within the Ministry of Education and Science (MoES), establishment and work of the National MQF Board, launching the MQF website, publication of the comprehensive Inventory of all qualifications, and establishment of Sectoral Qualifications Councils have taken place. In addition, a *Working Group for Further Development of the National Qualifications Framework for Lifelong Learning* with extensive involvement of stakeholders including social partners, was established in April 2014. The comprehensive *EQF Referencing Report of the Macedonian Qualifications Framework and Self-Certification to the QF-EHEA*, developed in 2014-2016, was adopted by the EQF AG in February 2016.

The further development and implementation of NQF is of highest national priority. The further fine-tuning of the existing legislation with the NQF Law, capacity building and stronger involvement of labour market actors and labour market intelligence in qualifications development, strengthening the quality assurance systems, setting up the system for validation of non-formal and informal learning, and developing a qualification register are financed from national funds complemented by projects from the EU Commission (IPA funds and the ETF), the British Council, and the World Bank loan. The on-going interventions are related to: preparation and alignment of relevant legislation for further implementation of the MQF, strengthening the institutional capacities, as well as enhancing the establishment of a functional national system of qualifications through reforming the general education, VET, the higher education and the adult education.

2. Strategic elements

2.1. Vision

As policy instrument, the MQF (legislative, institutional, stakeholder inclusive and quality framework) will help strengthening the Macedonian system of qualifications by improving the education and training through implementation of the learning outcomes approach, will make easier the access to learning in various contexts to every citizen, and will strengthen



the links between qualifications and employment prospects. It will ensure that certificates and diplomas issued in the Republic of Macedonia will be internationally comparable and will facilitate mobility within the Macedonian and European labour markets.

2.2. Mission

The MQF establishes and develops reliable and identifiable qualifications, based on quality and lifelong learning, relevant for the labour market and comparable to qualifications in other countries in the SEE region, Europe and worldwide.

Implementation of the MQF supports the development of education and training based on learning outcomes, internal and external quality assurance, mechanisms for validation of non-formal and informal learning, increased access to education and training and social inclusion.

By introducing transparent qualifications within eight levels and additional sublevels, the MQF builds public confidence in the value of diplomas and certificates and contributes to better employability.

2.3. Objectives

The main goals of MQF are to integrate and coordinate the education sub-systems and to improve the transparency, access, progression and quality of qualifications in relation to the labour market and the civil society. The MQF is the reference point for the reforms of the education and training in the context of lifelong learning. It has the following objectives:

- To clearly define learning outcomes of different levels,
- To establish a system for validation of different qualifications within the overall system of qualifications,
- To encourage and promote lifelong learning,
- To demonstrate clear links between different parts of the education and training system,
- To indicate the transfer and progression (horizontally and vertically) throughout and within all types of education and training (formal, non-formal and informal),
- To enable international comparability of qualifications,
- To promote the importance of key competences for lifelong learning and professional competence,
- To ensure the mobility of participants in the process of education and training, and inclusion in the labour market, at national and international level,
- To create a harmonised system for quality assurance,
- To balance the quality of service providers,
- To ensure the cooperation of all stakeholders,
- To ensure harmonisation with economic, social and cultural needs of the country and
- To be part of the developments within the European Qualifications Framework.



Linked projects:

Project Title:	Supporter	Duration:	Description	Expected results ¹	Budget
Referencing of the National Qualifications Framework to the European Qualifications Framework	ETF	15 May 2014 – March 2016	Objective: institutional building and preparation towards referencing to the EQF after the adoption of the Law on the National Qualifications Framework in 2013. The referencing is based on a participative process, owned and led by the national institutions and complying with EQF referencing criteria and procedures. It is also analysing and improving the quality of the inventory of qualifications.	Achieved: <ul style="list-style-type: none"> • MQF referenced to the EQF and self-certified to the QF-EHEA (http://mrk.mk/wp-content/uploads/2016/01/MQF_Referencing_Report_Final.pdf) • Inventory and analysis of existing qualifications (http://mrk.mk/wp-content/uploads/2015/12/Inventory_Analysis_NQF_Eng.-1.pdf) 	
Further improvement of the system for development and implementation of the National Qualifications Framework	EU funds	2016 – 2017	Overall objective: to support further improvement of the system for development and implementation of the MQF.	<p>Achieved:</p> <ul style="list-style-type: none"> • Recommendations and draft legal acts to update existing legislation • Analysis of selected solutions in the area of quality assurance of qualifications awarded in Macedonia • Analysis of labour market needs and the solutions developed to date – initiate cooperation with stakeholders • Update of the Methodology of developing new qualifications for the NQF based on labour market needs • Concept paper for updating the legislation to harmonise the NQF with the EQF and the best European practice • Guidelines for quality assurance of development of new vocational qualifications in Macedonian Qualification System (MQS) • QA Procedure: Evaluation of developed new qualification <p>In progress:</p> <ul style="list-style-type: none"> • Draft Protocol of Co-operation for MQF • Manual on the updated Methodology for the development of new qualifications in vocational education and training (VET) & in adult education based on labour market needs • Design of qualifications in two priority sectors • Design of the MQF register 	2.300.000 euro (85% + 15% national contribution)
Skills Development and Innovation Support	World Bank Credit	2014-2019	Objective: to contribute to better connectivity of the vocational and higher education to the labor market needs through properly trained workforce.	<p>Achieved</p> <ul style="list-style-type: none"> • Concept paper for modernization of the secondary TVET <p>In progress</p> <ul style="list-style-type: none"> • Self-evaluation report of university • External evaluation of the higher education sector in R.Macedonia • Assessment of Funding Model Options and Preparation of Funding Model and Formula and 	17 800 000 Eur (equivalent of 24M US\$)

¹ The already achieved results have been highlighted with green.



				<ul style="list-style-type: none"> Implementation Plan of Higher Education EMIS (Educational management information system) for higher education Quality assurance in Higher Education Grants for school-industry collaboration for secondary TVET Co-financed Grants for Start-up, Spin-off Companies and Innovations Skills Observatory Tracer study 	
Enhancing Life-Long Learning through modernizing VET and adult education systems	EU, IPA Project	2015-2017	Overall objective: to contribute to the strengthening of a comprehensive and integrated Lifelong Learning system, with focus on Vocational Education and Training and Adult Education, by establishing a dynamic correlation between education and the changes of both the social sphere and the labour market.	<p>Achieved</p> <ul style="list-style-type: none"> Labour Market Assessment and Survey Analysis produced for VET curriculum and Adult Education reform process Methodology for assuring the continuous harmonization and alignment of vocational education and training according to the labour market needs National occupational standards template Template for Special Adult Education Programme Guideline for writing learning outcomes and assessments 60 occupational standards developed VET teacher training modules Capacity building of 290 teachers of VET schools Methodology for identifying and selecting municipalities and specific categories of training beneficiaries <p>In progress</p> <ul style="list-style-type: none"> National Qualifications Standard template 26 qualifications standards Skills Analysis for Tourism sector in Macedonia Strategy for Lifelong Learning 2016-2020 Adult Education Strategy 2016-2020 Methodology for developing adult education programmes Guidelines for conducting Labour Market Needs analysis Methodology for Training Needs Assessment for Lifelong Learning (LLL) in Macedonia with Focus on Vocational Education (VET) and Adult Education (AE) Redesign of 5 AE programmes and developing of 10 new AE programmes Analysis of the current legal framework pertaining to Workers' Universities/ Open Civic Universities for Lifelong Learning. 	EU funds 2.300.000 uro (85% + 15% national contribution)
Support to the modernization of the system for post-secondary education	EU funds (IPA Twinning Light project)	2016-2017	Overall objective: to support the development of human resources through modernizing the education and training system, with special focus on post-secondary education through revision of strategic documents, relevant legislation and the institutional and organizational setup.	<p>Achieved:</p> <ul style="list-style-type: none"> Report on the state of play with written recommendations for improvement and delivery of post-secondary education in line with international requirements and best European practices compatible to the national context. Report on initial assessment of the educational 	EU funds 1.000.000 Eur + 200.000 Eur (85% Eur + 15% national contribution)



				<p>needs within post-secondary education according to labour market demands regarding the specificity of selected occupations, with written recommendations and methodologies for carrying out an assessment of the educational needs provided and introduced to relevant institutions</p> <p>In progress:</p> <ul style="list-style-type: none"> • Revised concept for post-secondary education • Procedure for harmonisation with the NQF developed. • Rulebook on the manner of organisation, content, conditions, implementation and the system for evaluation of the specialist exam. 	
Developing cooperation between higher education institutions, private sector and relevant public bodies	EU project	2016 - 2017	<p>Overall objective: 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.</p> <p>Specific objective: to further strengthen institutional capacities of higher education institutions and their cooperation with the private sector.</p>	<p>In progress:</p> <ul style="list-style-type: none"> • Analysis of the applicability of the study programs/curricula of the HE 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. 	750.000,000 Eur
Implementation of the legislation on mutual recognition of professional qualifications	EU funds	2015 – 2017	<p>Overall objective: enabling free movement of persons by continuous alignment with the EU acquis on mutual recognition of professional qualifications.</p>	<p>In progress:</p> <ul style="list-style-type: none"> • Harmonized legislative framework related to the national Law on Mutual Recognition of Professional Qualifications with the EU Directives • Strengthened institutional capacities for implementation of the adopted legislation. 	1.096.900 Eur (U + national contribution)



3. Glossary

Allocation of Credit – the process of assigning a number of credits to qualifications/programmes or to other educational components.

Assessment – a process of evaluation of knowledge, skills and competence according to predefined criteria and learning outcomes, which may include written, oral and practical tests, exams, projects and/or a portfolio.

Assessment Criteria – descriptions of what the learner is expected to do, in order to demonstrate that a learning outcome has been achieved.

Competence – a set of acquired knowledge and skills, that is, proven capability to use the knowledge and skills in situations of learning or work. Competence applies to responsibility and autonomy.

Credit – a quantitative measure for expressing the volume of learning, based on the volume of work that is required for the participants, so that they can achieve the expected results of the learning process at a given level.

Credit transfer – process by which the value of the results of learning achieved in a system or institution can be determined in another system or institution. In Europe there are two main credit systems in use: the European Credit Transfer System (ECTS) and the European Credit Transfer System for Vocational Education and Training (ECVET).

Credit system – a system of accumulation and transfer of credits based on the transparency of learning results and learning processes.

Curriculum – a broader concept than the terms national curriculum, subject curriculum and study programme. This concept includes: educational outputs/learning outputs as a result of implementation of subject curricula (or groups) of related modules/subjects/one subject, as well as description of methods of ensuring that the student will acquire envisaged competence.

Descriptions of qualifications – measurable indicators of learning outcomes relating to the acquired knowledge and understanding, skills and competence.

Educational qualification – qualification obtained by completing publicly adopted educational programme within the formal education system, with necessary qualification volume, and documented with a diploma/certificate. It enables continuation of education, employment and personal development.

Formal learning – an activity provided by an educational institution or a training provider, which is conducted in accordance with certain approved programmes, in order to improve knowledge, skills and competence, wherefore a public document shall be issued.

Informal learning – learning resulting from everyday life activities related to work, family or leisure time. It is not structured in terms of learning objectives, learning time or learning support.



Key competences – a set of competences on a certain level, required to satisfy the personal, social and professional needs of the person in the process of lifelong learning. There are eight key competences: communication in one's mother tongue, communication in a foreign language, mathematical, technical and scientific competence, civic awareness, information technology, entrepreneurship, learning how to learn and cultural expression.

Knowledge and understanding – a set of acquired and systematised information, that is, a set of theoretical and factual information.

Learning outcomes – statements about what the participant knows, understands and is able to do, as a result of the formal, non-formal or the informal learning process. Learning outcomes are defined in terms of knowledge and understanding, skills and competence (independence and accountability).

Levels within the framework – present a series of successive steps of learning, expressed in terms of a series of general results, structured according to a set of descriptors.

Lifelong learning – includes activities of formal, non-formal and informal learning throughout the whole life, aimed at improving knowledge, skills and competence for personal, professional and social needs.

Macedonian Qualifications Framework – an obligatory national standard that regulates the acquisition and use of qualifications in the Republic of Macedonia and an instrument for establishing a system of qualifications acquired in the country that provides the basis for transparency, access, transfer, acquisition and quality of qualifications.

Module – an independent unit of learning that is a complete or part of an educational programme.

National Qualifications Framework (NQF) – an instrument for establishing a system of qualifications acquired in a particular country, which provides a basis for gaining qualifications, transfer and quality of qualifications.

Non-formal learning – organised learning activities in order to improve knowledge, skills and competence for personal, social or professional needs.

Programmes – public documents which define educational outputs (knowledge, skills and competence) for a particular subject or area that learners acquire and develop in the educational process and prove at examinations. Educational outputs (knowledge, skills and competence) in the programmes are based on the subject curriculum objectives for the corresponding subjects or areas.

Skills – constitute the ability to apply knowledge, perform tasks and solve problems. The skills are described as cognitive (involving the use of logical, creative and intuitive thinking) and practical (manual work and use of methods, instruments, tools and materials).

Occupational standard is a document that prescribes the content of the qualification at a certain level and determines the necessary knowledge, skills and competences that an individual has to have in order to be able to perform work and tasks within the occupation.

Qualification standard is a standardized description of the qualification which consists of:

- the title of the qualification,



- the type of qualification,
- the level and sub-level of the qualification,
- code of the qualification,
- credit value of the qualification,
- description of the qualification and the content of qualification (enrollment criteria, number of mandatory and elective subjects or modules, assessment methods and criteria for the assessment of learning outcomes).

Type of qualification – main grouping of qualifications according to the purpose, type of documents issued, type of programmes and volume. In the MQF there are two types of qualifications: educational and vocational qualifications.

Quality assurance – a process or set of processes adopted at national and/or institutional level with the goal of ensuring the quality of the education process, education programmes and qualifications.

Qualification – a formal result of the evaluation and confirmation process that is acquired when the responsible institution certifies that an individual has achieved learning outcomes in accordance with the established standards.

Vocational qualification – qualification obtained by completing part of publicly adopted educational programme (modules, courses, etc.), a special programme for adult education, or through validation of non-formal learning. It is documented with a certificate and enables employment and personal development.



4. Work packages of the Roadmap

WP-1: Conceptual framework

- Group of activities 1.1: Review and updates of concepts
- Group of activities 1.2: Publication of the glossary and acronyms
- Group of activities 1.3: Dissemination

WP-2: Governing the MQF and stakeholder involvement

- Group of activities 2.1: Analysis of stakeholders' involvement
- Group of activities 2.2: Consideration of recommendations
- Group of activities 2.3: Institutional setup of the MQF
- Group of activities 2.4: Development of a publication on the MQF and dissemination
- Group of activities 2.5: Capacity building of various actors according to their role in the qualifications system
- Group of activities 2.6: Agreement for the use of a protocol setting out roles and responsibilities of various actors and how they interact

WP 3: Learning outcomes implementation

- Group of activities 3.1: Analysis of learning outcomes implementation
- Group of activities 3.2: Development of guidelines on learning outcomes and dissemination
- Group of activities 3.3: Capacity building of various actors according to their role
- Group of activities 3.4: Implementation of learning outcomes (OS, QS, curricula, etc.), including credit systems

WP 4: Development and implementation of validation of NF and IF learning

- Group of activities 4.1: Design of the validation of the NF and IF learning (VNFIL) system and procedures
- Group of activities 4.2: Development of guidelines on VNFIL and dissemination
- Group of activities 4.3: Capacity building of various actors according to their role
- Group of activities 4.4: Implementation of VNFIL

WP 5: Inclusion of qualifications into the MQF

- Group of activities 5.1: Description of the system for inclusion of qualifications in the MQF
- Group of activities 5.2: Development of the MQF register (standards, IT infrastructure)
- Group of activities 5.3: Development of guidelines on inclusion of qualifications and dissemination
- Group of activities 5.4: Capacity building of various actors according to their role
- Group of activities 5.5: Development of new qualifications
- Group of activities 5.6: Revision of existing qualifications
- Group of activities 5.7: Inclusion of qualifications into the MQF on the basis of standards

WP 6: Quality assurance

- Group of activities 6.1: Analysis of the QA system(s) in MK and plans for improvements
- Group of activities 6.2: Alignment of QA with EQAVET and ESG
- Group of activities 6.3: Development of guidelines on QA and dissemination
- Group of activities 6.4: Capacity building of various actors according to their role
- Group of activities 6.5: Implementation of the Quality assurance system(s), including validation of qualifications



WP 7: Legislation

- Group of activities 7.1: Analysis of the current legislation, needs for improvement and plans for harmonisation
- Group of activities 7.2: Consideration of recommendations
- Group of activities 7.3: Updating the legislation
- Group of activities 7.4: Preparation of an attractive publication and dissemination

WP 8: Quality assurance of the Roadmap implementation

- Group of activities 8.1: Coordination of the MQF implementation
- Group of activities 8.2: Communication to relevant actors, dissemination and promotion of the MQF
- Group of activities 8.3: Monitoring of the implementation of the Roadmap
- Group of activities 8.4: Analysis of the implementation of the Roadmap and updates when justified
- Group of activities 8.5: Transfer of all relevant results to the legislation (WP-6)



ROADMAP – Detailed Description of Activities and Timetable

WP:	Group of activities:	Activity:	Aims of the activity:	Responsibility: Coordinator/ Partners	Risks	Financial implications	Inputs	Indicators	Expected results	2016-01	2016-02	2017-01	2017-02	2018-01	2018-02	2019-01	2019-02	
WP-1: Conceptual framework	1.1: Review and update of concepts	Development of key concepts related to the NQF	To develop key concepts related to the NQF in order to have harmonised implementation of the NQF and wider awareness of the NQF and all its components, including learning outcomes, validation of non-formal and informal learning, quality assurance mechanisms, etc.	MoES VET Centre, CAE, HEAEB, NEC, SEI, MLSP, ESA, chambers, employers	Contrary understanding of terms and concepts by different institutions and individuals	IPA Twinning project / National budget	Terms and concepts as used by various institutions	Events conducted	Common understanding of key concepts created									
		Curricula reviewed						Use of concepts related to the NQF, analysed and reviewed										
		Questionnaire filled by various institutions						Opinions of stakeholders collected										
		Meetings conducted																
		Roadmap prepared						Roadmap for further implementation of MQF										
		EQF referencing report updated						Updated EQF referencing report										
	1.2: Publication of the glossary and acronyms	Publication of glossary with all key concepts related to the NQF	To make NQF understandable and visible to stakeholders and wider public, in order to have better implementation	MoES	Insufficient funds	EU funds		Glossary finalised	Glossary published - hard copy and on web-page	Glossary finalised and published								
		Publication of the EQF referencing report						Roadmap finalised	Roadmap published on web-page	Roadmap finalised and published								
		EQF Referencing Report updated						EQF Referencing Reports published, and on web-page	EQF referencing updated and published									
	1.3: Dissemination	Dissemination of key concepts related to the MQF	To disseminate the NQF and its key concepts to all stakeholders and wider public. This includes public awareness concerning the NQF, dissemination of the EQF referencing report, dissemination of glossary, etc.	MoES	Availability of stakeholders representatives	IPA Twinning project, EU funds		EQF Referencing Report updated and published	EQF Referencing Reports disseminated, in over 1000 copies, and by use of web-page	Public awareness raised concerning the NQF								
								Roadmap finalised and published	Roadmap disseminated to key stakeholders	Public awareness raised concerning the roadmap								
								Glossary finalised and published	Glossary disseminated, in over 2000 copies, and by use of web-page	Public awareness raised concerning the terminology								
2.1: Analysis of	Analysis of	Sustainable implementation	MoES,	Insufficient	IPA	List of institutions in	Number of	Opinion received										



	the basis of the employment strategies and creation of operational plans for employment on annual basis.				seeking qualified work force.													
					Sustainability of job placements.	IPA funds	Employment strategy, Short-term analyses of the needs of the labour market (ESA)	Operational plans for employment adopted by the Government.	Operational plans for employment on annual basis.									
						Others	Requests from the chambers for occupations needed on the labour market.	Action plans for youth employment adopted by the Government.	Action plans for youth employment on the basis of the employment strategies									
2.3: Institutional setup of the MQF	Setup of effective structure of the NQF	An effective structure of the NQF, its bodies, councils and their role, and responsibility	MoES and MLSP, VET Center, CAE, BDE, SEI, NEC, NQF Board, HEAEB, sectoral qualifications commissions, chambers, employers, providers	Aligning the roles and responsibilities of the different stakeholders in the Memorandum (Protocol)	IPA Twinning project, National Budget	Answers of stakeholders to questionnaires, interviews, inputs from workshops	Number of questionnaires, interviews, workshops	Analysis of the existing national system for development and implementation of the NQF on structural and system level (institutional and administrative set-up)										
							Number of prepared documents (Protocol, memoranda, bylaws)	Piloted and tested of the produced materials such as revised rulebooks, protocols and bylaws relevant for NQF system										
							List of bodies, their role and responsibilities	Setup of all relevant bodies in the NQF										
							Past experience in preparing Memorandum for cooperation	Prepared and signed Memoranda with all stakeholders										
2.4: Development of a publication on the MQF and dissemination	External communication plan on the NQF with the wider public	To make NQF attractive to the wider public	MoES	Insufficient funds and interest of the wider public	IPA Twinning and other projects, National Budget	Dissemination materials prepared	Various events and various channels used	Disseminated materials via various channels										
2.5: Capacity building of various actors according to their role in the qualification system	Enhanced institutional capacities working on the NQF system	Effective implementation of the NQF	MoES MLSP, VET Center, CAE, BDE, SEI, NEC, NQF Board, HEAEB, sectoral qualifications commissions, chambers, employers, providers	Limited human resources	IPA Twinning and other projects, National Budget	Relevant materials prepared	Number of events with the stakeholders	Capacity building										



Design of the validation of the NF and IF learning (VNFIL) system and procedures	Designing rules and procedures for VNFIL	To design rules and procedures which will further enable the implementation of the VNFIL system and will result in a specific legal framework	Centre, providers, VNFIL Board	Not engaging important stakeholders in the VNFIL process	Budget	Analysis of the state of play, existing capacities and institutional set-up for the design of the VNFIL system	Prepared/designed draft rulebooks for accreditation of institutions, certification of candidates, monitoring and control of the quality of VNFIL	Rules and procedures for VNFIL which will further enable the implementation of the VNFIL system and will result in a specific legal framework															
	Preparing a relevant legal and financial basis	To prepare a legal framework which would enable the implementation of the VNFIL system		Not engaging important stakeholders in the VNFIL process					Implemented pilot projects (for selected qualifications/partial qualifications)	Prepared rules and procedures for VNFIL	Prepared and adopted laws/rulebooks for VNFIL	Adopted legal framework for VNFIL											
				Conflicting statements of important stakeholders on the competence of various institutions in the implementation of the VNFIL system																			
Group of activities 4.2: Development of guidelines on VNFIL and dissemination	Developing documents for methodology for the implementation of VNFIL	To define the guidelines for providers of VNFIL, methods and approaches to be used in the four stages of VNFIL: identification, documentation, assessment, certification	CAE, MoES, VET Centre, providers, VNFIL Board	Lack of capacities and training of potential providers of VNFIL	ETF project, National Budget	Roadmap for the implementation of the system for VNFIL in the Republic of Macedonia	Prepared document for the methodology for the implementation of VNFIL	Adopted guidelines, methods and approaches for the providers of VNFIL															
							Developed tools for VNFIL	Four stages of VNFIL elaborated: identification, documentation, assessment, certification															
Group of activities 4.3: Capacity building of various actors according to their role	Building capacities and institutional support	Building capacities and institutional support of various institutions responsible for the support of the implementation of VNFIL in the four stages of the VNFIL process	CAE, MoES, VET Centre, providers, VNFIL Board	Low motivation of employees in institutions engaged in the VNFIL process	ETF project, National Budget	Targeted institutions responsible for implementing VNFIL	Number of organised trainings for staff who will lead the VNFIL process	Trained staff who will lead the VNFIL process															
						Analysis of training needs	Number of organised workshops and trainings to strengthen the capacity of institutions involved in the VNFIL	Strengthened capacities of the institutions involved in VNFIL															
Group of activities 4.4:	Piloting of the VNFIL system	Development and implementation of pilot	CAE MoES,	Not engaging important	National Budget, ETF	Prepared rules and procedures for VNFIL	Piloted VNFIL procedures for	Finalized rules, procedures,															



Implementation of VNFIL	Implementing a campaign for raising awareness for the capacities and benefits of VNFIL	projects (selected occupations/qualifications) with the purpose of testing the VNFIL system	MLSP, VET Centre, providers	stakeholders in the process of VNFIL	project	Developed tools for VNFIL	certain occupations (qualifications / partial qualifications)	methodological documents and tools for VNFIL that would allow for the further implementation of the VNFIL system													
		Raising awareness for the capacities and benefits of VNFIL				Lack of motivation of the target group and attending promotional events	Implemented pilot projects (for selected qualifications/partial qualifications)	Approved revised manual on the rules and procedures	Raised awareness, increased capacities and benefits from the VNFIL system												
WP-5: Inclusion of qualifications into the MQF	Group of activities 5.1.: Description of the system of inclusion of qualifications in the MQF	Designing the system of including old (existing) and new qualifications into the MQF	To create comprehensive system of qualifications awarded in Macedonia allocated to the levels of the MQF.	MoES, BDE, VET Centre, CAE, Twinning IPA	Difficulty to achieve comprehensive typology of qualifications	IPA Twinning project on NQF and National Budget	Guidebook for describing the levels for VET qualifications	Number of qualifications pilot-linked to the MQF	Methodology and procedures for levelling and inclusion of qualifications in the MQF, consulted and adopted by the respective decision making body												
							Descriptors of the MQF	Number of qualifications linked to the MQF	Typology of qualifications												
	Group of activities 5.2.: Development of the MQF Register	Designing and accepting the institutional scheme of the Macedonian qualifications register containing the elements of the register itself, its relations to other institutions related to the MQF, procedures of its activities (applying, evaluating, awarding) and the bodies co-operating with it (quality assurance, awarding, etc). To design the IT instruments of the	To implement the institution of the Macedonian qualification register into the qualification system	MoES, BDE, VET Centre, CAE, universities	Achieving balance between centralization and decentralization of decisions concerning inclusion of qualifications is not easy.	IPA Twinning project and National Budget	Intermediary outputs of the IPA Twinning project on NQF	Number of consultations with stakeholders	Scheme of the institution of the register and ways it is related to other institutions and stakeholders designed												
								Procedures on submission, inclusion and revision of Qs in the register	Technical procedures for the maintenance of the qualifications register												



		levelling process.																
WP-6: Quality assurance	Group of activities 6.1.: Analysis of the QA systems in MK and plans for improvement	To complete full information about the existing elements and procedures of quality assurance concerning qualifications in Macedonia. To evaluate their appropriateness and effectiveness in light of demands of the European bodies on QA as well as needs of the Macedonian qualifications system. To project and implement necessary changes.	To provide information regarding the functioning of the QA in practice and the related challenges.	MoES, BDE, VET Center, SEI, NEC, HEAEB, MQF Board	Resistance of stakeholders (particularly providers) against the stronger mechanisms of QA		Comparison of way of activities of these institutions to the European requirements (like ES&G for HE or QA in VET system)	Analysis of the QA system in Macedonia regarding primary and general secondary education, as well as for general subjects in secondary vocational education and higher education.	Stakeholder awareness on QA issues (status quo and what needs to be done)									
			To develop the qualifications quality assurance system protecting the credibility of the qualifications awarded in Macedonia.		Lack of necessary data for preparing the analysis	National Budget, World Bank loan and IPA funds	Intermediary outputs of the IPA Twinning project and the SKILLS project	Analysis of the current status of QA.	New elements of the MQA system or designing ways of upgrading existing ones.									
					Differences in data-processing (not following one single methodology)				Number of workshops held on QA for stakeholders									
	Group of activities 6.2.: Alignment of QA with EQAVET and ESG for HE.	Aligning the existing QA system for higher education with the ESG for HE. Aligning the existing QA system for VET to the EQAVET requirements. Both systems should be able to evaluate if the methods of validation of learning outcomes according to the MQF is done correctly.	To develop the qualifications quality assurance system ensuring credibility to the qualifications awarded in Macedonia.	MoES, HEIs, HEAEB, NEC, SEI, VET Centre, BDE, CAE, providers	Improper implementation of ESG for HE and EQAVET requirements by the stakeholders at national level	World Bank loan, IPA Twinning project, National Budget	ESG HE, EQAVET recommendation, ENQA and EQAR policies and procedures	Application for ENQA membership accepted	Full implementation of the QA system for higher education with prospects to EQAR membership									
								Number of documents and institutions confirming mechanisms of QA working in the qualification system based on the European recommendations	Full description of the QA system for educational and vocational qualifications in Macedonia									
	Group of activities 6.3.: Development of	Writing and consulting with stakeholders the guidelines for quality assurance in general, VET	To protect credibility of qualifications awarded in Macedonia by developing adequate documents or to	MoES, BDE, VET Centre, SEI,	Opposed views regarding the	World Bank loan, IPA Twinning	Existing systems of quality assurance		Guidelines how to make use of the QA in higher education (internal and external QA systems)									
							Analysis of the QA system in Macedonia regarding primary and general	Guidelines and other dissemination	Guidelines for QA of development of new Qs in the									



	guidelines on QA and its dissemination	and higher education for the needs of the qualification system and disseminate knowledge concerning it.	improve the existing ones, including their dissemination.	NEC, HEAEB, MQF Board and HEIs	instruments for QA	project on NQF, National Budget	secondary education, VET and higher education.	materials published and disseminated.	MQF								
							European standards and guidelines concerning the QA (ESG, EQAVET)		Guidelines how to make use of the EQAVET system								
									Information delivered to open public on the QA mechanisms								
	Group of activities 6.4.: Capacity building of various actors according to their roles	Preparation of main actors on their roles in QA of MQF: trainings, conferences, workshops other forms of learning/teaching about the system.	To prepare individuals and groups of people to undertake their roles in the quality assurance of qualifications professionally and effectively	MoES, HEAEB, VET Centre, CAE, BDE	Insufficient dedication of the QA actors.	World Bank loan, IPA Twinning project, National Budget	QA instruments developed	Number of QA actors trained	Pull of qualified experts on QA								
	Group of activities 6.5.: Implementation of the Quality Assurance Systems including validation of qualifications	Introduce in reality the updated quality assurance system (institutions and procedures) ensuring the quality of qualifications and their validation according to the European tools on QA.	To protect credibility of the Macedonian qualifications by institutions and procedures of the QA system.	MoES, HEAEB, SEI, NEC, VET Centre, BDE, CAE	Delay in updating the legislation	National Budget	Procedures and standards prepared	Evaluation of QA standards and procedures	Institutions and bodies with clear scope of rights and obligations, standards and procedures working in the Macedonian qualification system								
Intermediary outputs of the IPA Twinning project							Number of adopted procedures and standards										
							Number of certificates of quality awarded to education providers										
WP – 7: Legislation	Group of activities 7.1.: Analysis of current legislation, needs for improvement and plans for harmonisation	Analysis of existing legislation in light of needs of the Macedonian qualification system.	Harmonisation of existing legal acts concerning qualifications in line with the needs of the Macedonian qualification system.	MoES, VET Centre, BDE, CAE, HEAEB, NEC, SEI, MLSP	Legislation changes are usually time-consuming	IPA project, World Bank loan, National Budget	Existing legislation	Number of Analyses	Critical analysis of existing legislation								
							Recommendations from the analyses of legislation done by different projects on Macedonian qualifications	Recommendations for improvement of the legislation	List of identified discrepancies								
									Recommendations for improvement of the legislation								
	Group of activities 7.2.: Consideration of recommendations for updating the legislation	To express recommendations on necessary legislative changes. (making good use from analysis mentioned above for harmonisation as well as from analysis provided by other projects dealing with	To recommend changes in legislation which will make possible responsible design and effective functioning the	MoES, VET Centre, BDE, CAE, NEC, SEI, HEAEB,	Legislation changes are usually time-consuming	IPA Twinning project, World Bank loan,	Recommendations from updating the legislation	Number of lists of recommendations	List of recommendations for changes in legislation								
Number of documents with stakeholders opinions concerning the								Public debate on changes in legislation									



	Macedonian qualification system). Consultation of changes with stakeholders.	Macedonian qualification system.	<u>MLSP</u>		National Budget		recommendations										
Group of activities 7.3.: Updating the legislation	Drafting and adoption of new and/or updated legislation aligned with the needs of the MQF. Monitoring the implementation of the updated legislation and its consistency.	To establish updated comprehensive legislation covering all aspects of the MQF.	<u>MoES, VET Centre, BDE, CAE, NEC, SEI, HEAE Board, MLSP</u>	Updating of legislation is time consuming	National Budget, World Bank loan	Recommendations for updating the legislation	Updated legislation accepted by the relevant bodies	Updated legislation for the qualifications system									
Group of activities 7.4.:Preparation of attractive publications and dissemination	Preparation of leaflets, publishing the legislation on respective web sites, organisation of dissemination events	Increased public awareness on the updated legislation	<u>MoES</u> VET Centre, BDE, CAE, HEAE Board, NEC, SEI, MLSP	Insufficient funds	National Budget, EU funds	Legal documents adopted	Number of booklets produced	Increased transparency of the Macedonain qualifications system									
							Number of public events										
							Functional web sites										

