



РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА



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# DEVELOPMENT CONCEPT FOR THE ESTABLISHMENT OF BUSINESS LED REGIONAL VET CENTRE IN NORTH MACEDONIA





The development of the concept sets off in a short introduction to the environment in which the Regional vocational education and training centre (RVETC) should be placed, identifying the challenges as seen from the perspective of the clients, partners and end users of the RVETC. The Centre is then placed into the context of the Government reform in VET and adult education, and a section of the Report investigates the main features of the environment in which the centre is to be placed. Then, international examples of best practice are drawn from 3 different models, which may inspire the work of generating a suitable model for the North Macedonian environment.



The RVETC concept is further elaborated by its key functional elements. First the type, expected role and main functions of the Centre, then the management and administration, outlining the anticipated roles and responsibilities of the different functions, then follows a section on the resources (human resources, finances and equipment /facilities). The recommended partnerships are listed, with supporting background information on the proposed partners and why they have been chosen. The processes of the RVETC describe which services the Centre may offer to its customers and clients. The results and quality assurance section propose the introduction of a systematic monitoring and evaluation system that will meet basic international quality standards. Based on the proposed concept in the final section of the Report the recommendations for the implementation of the concept are outline.

Connected with the development of

the concept a survey has been conducted, involving 3 main focus groups. The responses from these focus groups have been incorporated into the shaping of the concept.

A semi-structured questionnaire was prepared for collecting data from the focus groups, consisting of 19 questions regarding the level of their familiarity with the idea of establishing a private RVETC, the support they give to this idea, their views on the manner of establishment and management of RVETC, sustainability, manner and degree of networking with other institutions and organizations, as well as the ways of reporting, monitoring and quality assurance of RVETC programs.

The focus groups were defined in accordance with the representatives of the Ministry of Education and Science, as well as with the responsible persons in the UNDP office in North Macedonia.

Within the first focus group, in agree-

ment with those responsible for this program, training providers / educational service providers in North Macedonia were included, while the second focus group included national institutions and organizations.

The providers of trainings / providers of educational services included: Semos Education Skopje, Open Civic Universities for Lifelong Learning Tetovo, Workers' University Strumica, Training Center at AD Moda Sveti Nikole, High School Nikola Karev Strumica, High School Mosha Pijade Tetovo.

The national institutions and organizations included: Ministry of Education and Science, Ministry of Labor and Social Policy, Government of RNM, Center for Vocational Education and Training, Adult Education Center, Bureau for Development of Education, State Education Inspectorate, Agency for Employment, Economic Chamber of Macedonia, Organization of Employers of Macedonia, Chamber of Crafts of Macedonia, Federation of Trade Unions of Macedonia, National Youth Council of Macedonia, Economic Chamber of Northwest Macedonia.

Four different examples will be analyzed in order to provide input and inspiration to the process of establishing

the RVETC concept from Spain, Turkey and Sweden. The best practice examples have been integrated into section 7.

**BUTGEM (Bursa Chamber of Commerce and Industry Education Foundation, Turkey)** is a non-profit that offers courses for vocational and technical skill acquisition and improvement in order to respond to industry's need for qualified technical staff and to increase the welfare of disadvantaged people, especially unemployed youth. No government funding is required, as Bursa CCI and industrialists finance all of BUTGEM's activities. Trainees do not pay fees for the training and services. Every year, BUTGEM trains more than 3,000 young people for work in industries such as textile, automotive-metal, mechatronics, computer software and hardware. The employment rate for the trainees who successfully complete BUTGEM courses has reached 80%

**BCN Vocational and Education Training Foundation (Spain)** is a non-profit organization promoted by the City Council of Barcelona with an aim at social service. Its mission is to participate in the socio-economic development of the city of Barcelona and its metropolitan area. BCN Vocational and Education Training Foundation is committed to encourage the relationship between vocational educational and training



(VET) on the one hand, and the city's economic and social environment on the other. To this aim, the Foundation promotes training that is apt to businesses' needs and facilitates students' transition to and full integration in the labor market through specific projects and actions intended for companies, institutions and training centers.

**The Lacetània Foundation (Spain)** was established in 1990 by the Chamber of Commerce and Industry of Manresa, the "metallurgical employers of the Bages" and the Lacetània Institute to harmonize the criteria of management of the student's practices in the companies and to strengthen the relations between the educational centres that offer professional training studies and the business world. Throughout its existence, other teaching centres have been incorporated into the foundation, up to a total of 9, as well as institutions and social agents that make up the foundation's board of trustees a body

with a broad representation of all the public and private bodies of the Bages. The Foundation's primary objective is to promote professional, regulated, occupational and continuous training. The creation in 2001 of the Centre of practical training is a key piece for both vocational training aimed at unemployed people and for the recycling of active workers.

**The Swedish Construction Industry's Training Centre** is part of the Swedish Construction Federation that are the industry and employer organization for construction, civil engineering and specialty companies. The Construction Industry Training Center provides training in construction law, work environment, corporate governance, leadership, construction production, collective agreements and labor law.

In the context of the justification of the interest of the companies for the establishment of RVETC, the strengths, weaknesses, opportunities and threats they face were determined, i.e. on which they base their assessment of their own credibility. Based on these elements, Report presents a SWOT analysis, in order to more practically and visually present the findings.



## STRENGTHS

- High expertise
- Seriousness in the operation
- Making efforts to train young staff for the needs of the company
- Professional staff for knowledge transfer and opportunity for solid practical training
- Professional and qualified staff with many years of work experience
- Availability of other resources that support the establishment of RVETC (machinery, technology, space conditions, plants)
- Specialization in the field

## WEAKNESSES

- Lack of human resources
- Theoretical teaching rooms and modernized equipment
- Insufficiently trained staff for trainers
- Lack of financial resources
- Formal legal procedures
- Preparation / preparation of program documents for a certain qualification in formal and non-formal education

## OPPORTUNITIES

- Training of professional staff (trainings for trainers)
- Positive experiences from similar examples in the country or abroad
- Opportunity to choose the best candidates from those who will attend the training
- Continuous needs for trained staff
- Modern technology

## THREATS

- Insufficient interest, going abroad (especially to young people)
- Financial assistance for sustainability
- Insufficient knowledge of the procedures and legal possibilities for establishment

While developing the proposed model of RVET one of the conclusion was when designing the functions of the RVETC, to formulate clear strategies for:

- Speeding up the transition from education to work (which measures can be introduced, who should be involved, etc.)
- eliminating the mismatch between demand and supply in the 3 proposed sectors (how to ensure the continuous update of teachers, instructors, curricula, learning materials, practice etc)
- how to overcome the lack of information on specific labour market needs (which systems should be in place in the RVETC for obtaining data)
- how to ensure optimal quality of education and training (which benchmark to be used) for clients and costumers

Similarly, to have a clear strategy for the RVETC in terms of innovative capacity, addressing:

- the need for increased access to adult education
- attracting funding for innovation and R&D
- how the RVETC intends to increase companies' readiness for innovation
- how to set up a framework for knowledge transfer in the 3 economic sectors (construction, textile, energy)
- how the centre may contribute to co-ordination of policymaking





**There are no direct references to RVETC financing in the legal framework, however, elements may be found in different parts (see the table below).**

Financing Model No.	Description	Option 1	Option 2
1	Government grants	article 10 of the Law on Financing Local Self-government Units	article 12 of the Law on Financing Local Self-government Units
2	Government budget	Law on Secondary Education, article 101,	article 103 of the Law on Secondary Education
3	Local self-government budget	article 4 of the Law on Financing Local Self-government Units	article 23 of the same law
4	Open university fees	Law on Open Civic Universities for Lifelong Learning in chapter IV Financing the functioning of the open civic universities for lifelong learning in article 16	
5	Project participation	National projects	EU/International projects
6	Cooperation financing	cooperation with the Economic Chamber	via the industries/government funds/international funds
7	Private user funding	cover own expenses	
8	Technology Park funding	article 4 of the Law on Innovation Activities	

Concerning the organization of the RVETC, five models of organisations were listed as the most typical organizational types for adult education and training institutions:

1. The so called “family organisation” – the adult education center, which may have 4 different functions
2. Confessional centre for education - organisation for the purpose to the society
3. The Individualistic organization – institute of education
4. The functional organisation – a commercial centre for education
5. The sovereign organization – a department within a company/host organization

**The functions of the RVET are illustrated in the diagram below:**



Brief explanation of the suggested functions of the RVETC

**1-3: Sector-based training**

The exact needs (how many trained, which companies, which profiles, when) should be mapped by a detailed skill needs analysis in the companies of each sector. Important focus is on immediate needs, as well as future trends in each sector, e.g. in the construction sector BIM courses may not be relevant at this stage, but may be needed in 2 yrs.

**4: Career Centre**

The career centre may, support companies that don't have an HR department, with management and organisation of human resource development. The career centre may also, as a service to/complementing local employment authorities, provide career guidance to unemployed or advice on further qualification. The career centre may, as a service to local employment offices, provide adapted training programmes to people with disabilities.

**5 of the RVETC: Innovation Centre**

The Innovation Centre may, have an analytical centre. The innovation centre may, prepare start up and learning entrepreneurship, preparation for self-employment as well as offer advanced skills in digitalization and computerization of work processes.

**6 of the RVETC: teacher training**

One of the functions that RVETC can undertake is provision of trainings for teachers in vocational schools.

**7 of the RVETC: formal post-secondary education/licensing.**

Issuing licenses for certain occupations can also be one of the services that can be obtained within private RVETC and is a function that can provide additional sources of funding.





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