European Alliance for Apprenticeships

Fourth Regional Seminar for Candidate Countries

25 – 26 September 2019
Double Tree by Hilton - Skopje
Interpretation: Albanian, Macedonian, Montenegrin, Serbian, Turkish and English
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09:00 – 09:30</td>
<td>Arrivial and registration of participants (welcome coffee)</td>
</tr>
</tbody>
</table>
| 09:30 – 10:15 | Welcome and opening remarks  
  * Arber Ademi, Minister, Ministry of Education and Science of the Republic of North Macedonia  
  * Vinze Vimpani, Head of Operations 2, European Union Delegation to North Macedonia  
  * Branko Azeski, President, Executive Chamber of North Macedonia |
| 10:15 – 10:30 | Perspectives from the Finnish Presidency of the Council of the European Union  
  * Sari Turunen-Zwinger, Acting Head of Unit, Internationalisation Services for VET, Finnish National Agency for Education (EDUFI) |
| 10:30 – 10:45 | The European Alliance for Apprenticeships: updates  
  * Norbert Schoebel, Team Leader, Directorate-General for Employment, Social Affairs and Inclusion, European Commission |
| 10:45 – 11:00 | The European Apprenticeships Network: message from the Learners |
| 11:00 – 11:30 | Coffee Break |
| 11:30 – 12:30 | Panel: Engagement of SMEs in WBL: expectations from stakeholders  
  * Matilda Naco, Executive Director, Albanian Tourism Association, Albania  
  * Sinisa Kojic, Director, Secondary vocational school Kragujevac, Serbia  
  * Zoran Jovicvski, Advisor, Vocational and education Center "Goce Delcev", North Macedonia  
  * Ayfer Aydogdu, Quality and Technical Training Specialist, Turktraktor, Turkey  
  * Ksenija Dukanovic, Senior Advisor, Chamber of Economy, Montenegro  
  * Q&A session – Feedback from EAFA members |
| 12:30 – 12:50 | WBL in Republic of North Macedonia  
  * Nazhetere Suljmani, State Advisor, Ministry of Education and Science  
  * Lepa Trpchevska, Head of Department, VET Centre |
| 12:50 – 13:00 | Introduction to site visits |
| 13:00 – 14:00 | Lunch |
| Afternoon Session |  
| 14:00 – 14:30 | Transfer to different sites  
  * Site visits  
  * Group A: Auto transporting VET School - Boro Petrushevski  
  * Group B: EVN & Electro technical VET School - Miladjo Pupina  
  * Group C: Catering and hospitality VET school - Lazar Tecne, Hotel Marriott |
| 14:30 – 16:30 | Site visits  
  * Group A: Auto transporting VET School - Boro Petrushevski  
  * Group B: EVN & Electro technical VET School - Miladjo Pupina  
  * Group C: Catering and hospitality VET school - Lazar Tecne, Hotel Marriott |
| 16:30 – 17:00 | Transfer to the hotel |
| 18:00 – 19:30 | City Tour |
| 19:30 – 21:30 | Dinner  
  * Restaurant La Terazza, City Square Macedonia, Skopje 1000 |

Welcome and opening remarks

• **Arber Ademi**, Ministry of Education and Science of the Republic of North Macedonia

• **Virve Vimpari**, Head of Operations 2, European Union Delegation to North Macedonia

• **Branko Azeski**, President, Economic Chamber of North Macedonia
Perspectives from the Finnish Presidency of the Council of the EU

Sari Turunen-Zwinger
Dep. Head of Unit
Vocational Education and Training Internationalisation Services
sari.turunen-zwinger@oph.fi
FINNISH PRESIDENCY
- KEY PRINCIPLES

Sustainable meeting arrangements

Transparency and active communications

Respect for principles of better regulation

Use and further development of digital tools in the Council Work
FINNISH PRESIDENCY IN EDUCATION AND TRAINING SECTOR

- Advancing Erasmus+ negotiations
- Fostering continuous learning
- Promoting future-oriented education
- Promoting investment in human capital
- Strengthening equity, equality and effectiveness
- Enhancing cooperation between education and research
Finland’s New Approach to VET and Skills Development
Finnish VET in the Spotlight

- VET comprises initial and further training
- VET has many target groups: young people, adults and people in working life who need upskilling or reskilling, unemployed
- VET is available in institutions (contact, distance, multiform teaching) or as apprenticeship training
- 146 VET providers
- National level evaluations with no inspectorate
No dead-ends in the education system

- Preprimary education
- Early childhood education and care
- Basic education 9 years
- Matriculation examination
- General upper secondary education
- Vocational qualifications EQF 4-5
  - Vocational qualification
  - Further vocational qualification
  - Specialist vocational qualification
- Universities
- Bachelor’s
- Master’s
- Licentiate & PhD
VET is not the second choice
42 % of basic school levers choose VET

We train people to solve problems
• Skills for work and life-long learning
• Eligibility for further studies
• Qualified teachers
What changed with the VET Reform?

- A single act on VET
- Flexible application and admission system
- A single competence-based method of completing qualifications
- Personal competence development plan
- Funding system encouraging effectiveness and outcomes
- Labour policy education as part of the VET system
- A single licence to provide education and award qualifications
- 164 broad-based qualifications instead of 351
- Learning at workplace with training agreement or apprenticeship
- What changed with the VET Reform?
New Vocational Education and Training

https://www.youtube.com/watch?v=mzRklnHPSiU
The European Alliance for Apprenticeships: Update

Norbert Schöbel
Team Leader,
European Commission
21-22 March 2019
- Joint EC-EP Conference. Title: Mobility of Apprentices in Europe: A contribution to youth employment and competitiveness of businesses

20-21 May 2019
- EAfA meeting in cooperation with the Czech Chamber of Commerce. Topic: From School to Work: The Role of Chambers

25-26 September 2019
- 4th EAfA-ETF Regional Seminar. Topic: Supporting candidate countries

15 October 2019
- 4th European Vocational Skills Week: EAfA meeting. Topic: Apprenticeships for Adults
- Youth Forum /European Apprentices Network.
36 countries
294 pledges
>907,000 offers
Apprenticeship Support Services

**Knowledge-sharing**
- Library of resources
- Online training modules
- Inspiring examples

**Networking**
- Online networking
- Events: high-level, stakeholder meetings, learning seminars

**Benchlearning**
- Targeted support and capacity building
- Excellency model
- Self-assessments and mutual learning
- Progress reviews
Done so far – General support to EAfA

- Web presence
- EAfA Survey (2017-18)
- Newsletters (3 in 2019)
Done so far – Knowledge sharing

- Online library of tools and resources (80 resources)
- Webinars
  - Critical success factors for apprenticeships
  - Apprenticeships systems in Europe
- Concept notes and time planning for webinars and online training
Webinar feedbacks
Apprenticeships systems in Europe

• 84 registered
• 76 questions from the audience
• 43 % very satisfied, 52 % satisfied
• 97 % will use the content in their work

Bertelsmann Foundation Spain: Guillem Salvans:
“I just wanted to congratulate all of you for the quality of your webinars within the Apprenticeship Support Services. I have just followed the second one and I have found it very interesting. All the Alianza team will attend the webinars.”
Done so far – Networking

- EAfA meetings including meeting reports
  - Mobility, European Parliament, March
  - Role of Chambers, Prague, May
- LinkedIn group (1936 members, +144, more lively)
Next deliverables:

• Online pledge management system and online pledge template
• Support to EAN (survey)
• New EAfA brochure
• New EAfA video
• EAfA meetings: Skopje and Helsinki
• Webinars and online training modules
Targeted support to MS combining benchmarking and mutual learning
…to improve apprenticeship systems/schemes

Modelled on PES benchlearning…
…but voluntary and demand driven

Innovative concept…
…but can build on Cedefop cross-country review and TCRs

Addressed to national governments…
…but could lead to building up national alliances with a range of stakeholders
February:
EAfA stakeholder meeting: agenda set by EAfA members
Brussels

May:
Learners perspective
Barcelona (tbc)

September (tbc):
EAfA ETF Regional Seminar for candidate countries incl. association with neighbouring countries
Serbia

October (tbc):
Role of the regions
Committee of the Regions, Brussels, supported by German Presidency

November:
Circular economy and sustainability
Berlin, European Vocational Skills Week
SELFIE: supporting schools with digital age learning
Schools using SELFIE

Number of countries: 38

Number of users:
- Student: 339.3k
- Teacher: 11.61k

Number of schools: 4.23k

Participation by education level:
- ISCED 2 - LSGE: 101.9k
- ISCED 1 - PE: 168.95k
- ISCED 3 - USGE: 78.23k
- ISCED 3 - US - VET: 53.7k
VET schools using SELFIE

- Number of countries: 25
- Number of users: 53.7k
- Number of schools: 454

Participation by user profile:
- Student: 44.48k
- Teacher: 778k
- School Leader: 1.45k
SELFIE for work-based learning?

Feasibility study in spring 2019 by Ockham IPS (JRC and EMPL, CEDEFOP & ETF)

- Semi-structured interviews and an online survey for VET schools and companies
- To be published by the end of 2019
- The study shows that SELFIE could also be developed for work-based learning (WBL) contexts:
  - (Dual) apprenticeships
  - Traineeships, internships
  - Training-on-the-job

SELFIE for WBL will be developed starting January 2020

(DG EMPL)
Other SELFIE VET and Western Balkans activities

Past activities:

- ET 2020 Working Group on VET
- Expert group "Platform of European Associations of VET providers"
- UNESCO-UNEVOC TVET Leadership programme
- Serbia: one of SELFIE pilot countries and high participation since launch
- Kick-offs in North-Macedonia, Kosovo and Montenegro

Upcoming:

- Skillman International Forum Florence, 10-11 October 2019
- EU Vocational Skills Week, Helsinki, 14-18 October 2019
- Kick-offs in Albania and Bosnia-Herzegovina, November 2019 (tbc)
European Alliance for Apprenticeships
http://ec.europa.eu/apprenticeships-alliance

European Framework for Quality and Effective Apprenticeships
http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2873

Erasmus+
https://ec.europa.eu/programmes/erasmus-plus/

European Vocational Skills Week
http://ec.europa.eu/social/VocationalSkillsWeek

Contact: norbert.schoebel@ec.europa.eu
The European Apprentices Network
Message from the Learners
Coffee Break
Panel: Engagement of SMEs in WBL: expectations from stakeholders

• Matilda Naco, Executive Director, Albanian Tourism Association, Albania.

• Siniša Kojić, Director, Secondary vocational school Kragujevac, Serbia

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• Ayfer Aydoğan, Quality and Technical Training Specialist, Turktraktor, Turkey

• Ksenija Djukanović, Senior Advisor, Chamber of Economy, Montenegro
WBL in Republic of North Macedonia

• Nazihtere Sulejmani, State Advisor, Ministry of Education and Science
• Lepa Trpchevska, Head of Department, VET Centre
WORK-BASED LEARNING
in the secondary education in RNM

• European Alliance for Apprenticeships
• 4th Regional Seminar for Candidate Countries
• Skopje, 25-26 September 2019

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VOCATIONAL EDUCATION IN THE REPUBLIC OF NORTH MACEDONIA

• EDUCATION DEVELOPMENT STRATEGY 2018-2025 WITH ACTION PLAN
• MACEDONIAN QUALIFICATIONS FRAMEWORK
• VOCATIONAL EDUCATION AND TRAINING STRATEGY 2013-2020 WITH ACTION PLAN IN THE CONTEXT OF LIFE-LONG LEARNING
LEVELS OF VOCATIONAL EDUCATION ACCORDING TO NQF

- Vocational qualification II level
- Vocational education for occupation III level
- Technical education IV level
- Post-secondary education VB level
A special National Body for Systemic Implementation of Work-based Learning (Development of the WBL concept supported by ETF) was formed

Systemic introduction of work-based learning in the vocational education

Standard for professional and other staff for implementing practical training with the employers has been developed

Standard for performing practical training of students with the employers has been developed

Registry for verification of employers for performing practical training kept by the Economic Chamber has been established
WORK-BASED LEARNING

• 429 mentors have been trained in companies where pupils attend practical classes, of which 400 are certified mentors

• Instruments and criteria have been developed for: Recording and grading the preparedness of the students for WBL realization; Monitoring, grading and recording the WBL realization; Monitoring, grading and recording the WBL process;

• Instruments and criteria have been developed for checking the practical competence of the candidates in the non-formal learning

• Guidelines on Summer Internship (with support from the Education for Employment Project) have been developed

• Schools meet companies (regional project supported by CulturContact)
GOOD PRACTICE EXAMPLES

• THE 20-20-20 PROJECT – COOPERATION OF EVN AND THE SECONDARY SCHOOLS SSCS “MIHAJLO PUPIN” SKOPJE AND MSTS “GOSTIVAR” GOSTIVAR

• (The qualification Electrician-electrical fitter of electro-energetic networks has been developed in cooperation with EVN)

• THE PROJECT OF THE DELEGATION OF GERMAN INDUSTRY AND COMMERCE IN MACEDONIA

• (New qualifications have been developed Technician for industrial mechatronics, Technician for machine production in cooperation with Dräxlmaier, Kostal, ODW-Elektrik and LTH Learnica, KROMBERG/SCHUBERT, GENTERM, BRAKO, VITAMINKA, Macard, Brako, VIK)
Practical classes
Summer internship
Professional internship
Work-based learning with an employer (WBL)

Work-based learning refers to learning occurring while people do real work in the company.
THE SITUATION IN VOCATIONAL QUALIFICATION AND VOCATIONAL EDUCATION FOR OCCUPATION

- CURICULLA WITH PRESENCE OF PRACTICAL TRAINING: 40% in three-year education and 50% in two-year vocational qualification;
- OBLIGATORY PRACTICAL TRAINING WITH AN EMPLOYER: at least 1/3 of the total number of classes for the practical classes in the three years has to be obligatorily performed in real working processes in appropriate companies.
- OPENESS OF PROGRAMS: for 10% to 20% of the contents are left to the instructor to program himself/herself according to the needs of the surrounding.
- DEFINED RESULTS FROM LEARNING and GRADING CRITERIA IN CURICULLA
# Practical Classes in Three-Year Vocational Education (from 7-15 classes)

<table>
<thead>
<tr>
<th>Practical classes</th>
<th>I year</th>
<th>II year</th>
<th>III year</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. classes PC weekly (an example of curriculum)</td>
<td>8</td>
<td>14</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>No. classes PC annually</td>
<td>288</td>
<td>504</td>
<td>462</td>
<td>1,254</td>
</tr>
<tr>
<td>No. classes PC (6 classes per day)</td>
<td>48</td>
<td>84</td>
<td>77</td>
<td>209</td>
</tr>
<tr>
<td>1/3 WBL in days/annually</td>
<td>16</td>
<td>28</td>
<td>25.6/26</td>
<td>69.6</td>
</tr>
<tr>
<td>1/3 WBL in classes/ annually</td>
<td>96</td>
<td>168</td>
<td>153.6/154</td>
<td>417.6/418</td>
</tr>
<tr>
<td>1/3 WBL in classes/ weekly</td>
<td>2.6</td>
<td>4.6</td>
<td>4.6</td>
<td>11.8/12</td>
</tr>
<tr>
<td>Summer internship in days</td>
<td>10-20</td>
<td>10-20</td>
<td>/</td>
<td>20-40</td>
</tr>
</tbody>
</table>
DATA ON WBL FOR THE 2018/19 school year, for vocational education for occupation, three-year

- 2,922 students enrolled (Source: State Statistical Office)
- Practical classes with an employer (WBL), 67.78% realized in 429 companies
- Practical classes in school (workshops or real companies), realized by 32.22%
- Summer internship, all students in I and II year (10-20 days annually)
- A small part of the qualifications foresee professional internship
## SITUATION IN THE FOUR-YEAR VOCATIONAL EDUCATION - UNREFORMED

### Practical training in curricula

<table>
<thead>
<tr>
<th>Practical classes (weekly)</th>
<th>II year</th>
<th>III year</th>
<th>IV year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-5 classes</td>
<td>4-8 classes</td>
<td>4-8 classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer internship</th>
<th>Present in only 9 profiles/sectors, up to 20 days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In some qualifications it is included in I, II and III year</td>
</tr>
<tr>
<td></td>
<td>In other qualifications it is included in II and III year</td>
</tr>
</tbody>
</table>

| Professional internship | Present only in the Agricultural-veterinary profile, with 10 days in I, II and III year each |
In technical four-year education, 27,820 students attend practical classes, of which 9,324 (33.53%) attend practical classes with an employer, under guidance of a mentor.
# PRACTICAL EDUCATION IN THE FOUR-YEAR VOCATIONAL EDUCATION - REFORMED

<table>
<thead>
<tr>
<th>Year of studying</th>
<th>Practical classes/WBL (weekly)</th>
<th>Practical classes/WBL (annually)</th>
<th>Summer internship in I, II and III year</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>/ integrated PC with theory and exercises in all learning programs from the area of vocational education</td>
<td>/ integrated vocational theory with PC + exercises in all programs from the area of vocational education</td>
<td>From 5-20 days</td>
</tr>
<tr>
<td>II</td>
<td>/ / integrated PC with theory and exercises in all learning programs from the area of vocational education</td>
<td>/ integrated vocational theory with PC + exercises in all programs from the area of vocational education</td>
<td>From 5-20 days</td>
</tr>
<tr>
<td>III</td>
<td>WBL - 4 classes weekly</td>
<td>144 classes annually</td>
<td>From 5-20 days</td>
</tr>
<tr>
<td>IV</td>
<td>WBL - 6 classes weekly</td>
<td>198 classes annually</td>
<td>/</td>
</tr>
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</table>
THANK YOU FOR YOUR ATTENTION

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Being “young” in North Macedonia
Presentation by young apprentices
Apprenticeship in the Candidate Countries
Recent Developments and Actions 2020

REPUBLIC OF NORTH MACEDONIA

European Alliance for Apprenticeships
4th Regional Seminar for Candidate Countries
Skopje, 25-26 September 2019
The one thing I wanted to learn at school, but I couldn’t is:

Something applicable/practical/vocational

- Foreign languages: 16%
- Nothing: 15%
- I have no answer: 14%
- I don’t know: 9%
- In general about life and work skills: 8%
- Computer skills: 7%

Other (vocational skills, sport, science, deepening knowledge and art)
Key findings in the area of education:

• The high levels of enrollment not matched to the attendance and the attainments of students.
• Underinvestment in education contributes to aging infrastructure, outdated materials, inadequate teacher training, supervision, and salaries.
• Political appointment of school management, frequent turnover.
• Perception that grades and university entrance can be bought.
• Pedagogy and curricula mismatched with 21st century life and jobs.
• Social norms and education system elevate academics over vocational training.
• Work-based learning is desired, but is poorly managed.

Cross-Sectoral Youth Assessment in Macedonia, USAID 2019
Recommendations 1:

- Classroom-based life skills programming, delivered by youth volunteers.
- Regular mentoring and support program for academically struggling students.
- Improving school based mental health services.
- Possibility for students to try out their ideas.
- Greater and more active inclusion of students in teaching activities.
Recommendations 2:
• Building equal relationships between teachers, students and the school’s management team.
• Providing conditions for the curricula to be taught in laboratories and in real-life working conditions, no matter if it’s a vocational or high-school degree.
• Regular mentoring and support programs for students who want to focus on specific areas and professions, and to be implemented by students or practitioners.
• Providing conditions for inclusion of students with special educational needs in high-school and vocational education. There should be no elite schools. Equal educational conditions for all students.
Please assess how many of the recommendations are from the Cross-Sectoral Youth Assessment, USAID 2019 and how many are our own?
Our peer Greta Thunberg who’s promoting the School Strike for Climate is internationally known today.

“How dare you. You have stolen my dreams and my childhood!” she said speaking in front of the world leaders in the United Nations.

Do you want to hear about our peers in Macedonia?
The 16 years-old high-school student Sašo Jandreski from Prilep, attending the second year at the Prilep High School “Mirče Acev”, invented a syringe that offers 100% protection from diseases to medical personnel.

DO YOU KNOW SUCH EXAMPLES FROM YOUR SURROUNDING.

Conclusion: We want to talk to adults and to peers and innovate. This means that we need each other in order to make changes.
Thank you for your attention
Leona, Nina, Sara, Dafina, Leila, Metin
Introduction to Site visits
Lunch