

Human Resource Development activities in Macedonia in light of Lisbon Agenda Goals

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ЗАЕДНИЦА

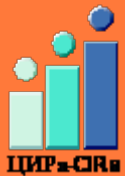


СРЕДСТВА



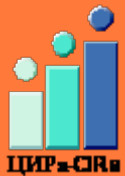
ВРЕДНОСТИ





About CIP-CRa

- ▣ **Local Intermediary Support Organization for 5 years (from September 2003) active in Macedonia and SEE**
- ▣ **Legacy of USAID Democracy Network Program in Macedonia (1995-2004)**
- ▣ *Mission Statement: “To strengthen capacities of civil society and local communities for achieving tangible community changes”.*



Macedonia –context

- **Population: 2.2. million people**
- **The overall employment rate: 37.9% (2006)**
- **Unemployment remains high: 37.6% (2006)**
- **the population living in poverty increased from 23.3% in 1999 to 30.2% in 2002**
- **11% of the Macedonian population without education or not completed primary education**
- **13.8% with higher education**



Challenges of workforce development in Macedonia

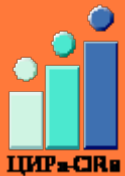
- slow or even partly run down,
- under-funding of the education system
- the slow pace of education reform
- bigger companies collapsing or closing their training departments
- the dismantling of the previously well-developed network of Workers' Universities (state-funded institutions providing popular adult education)

(from ETF COUNTRY PLAN 2007)



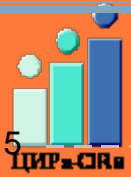
Challenges of Adult Education and Training

- for Young people coming into the labour market is very difficult to get a job, because they have been trained for profiles no longer in demand and partly because they lack particular relevant practical skills
- Adult education and training in the country is characterised by a lack of coordination and collaboration among partners, as well as inconsistent quality of the education and training services.



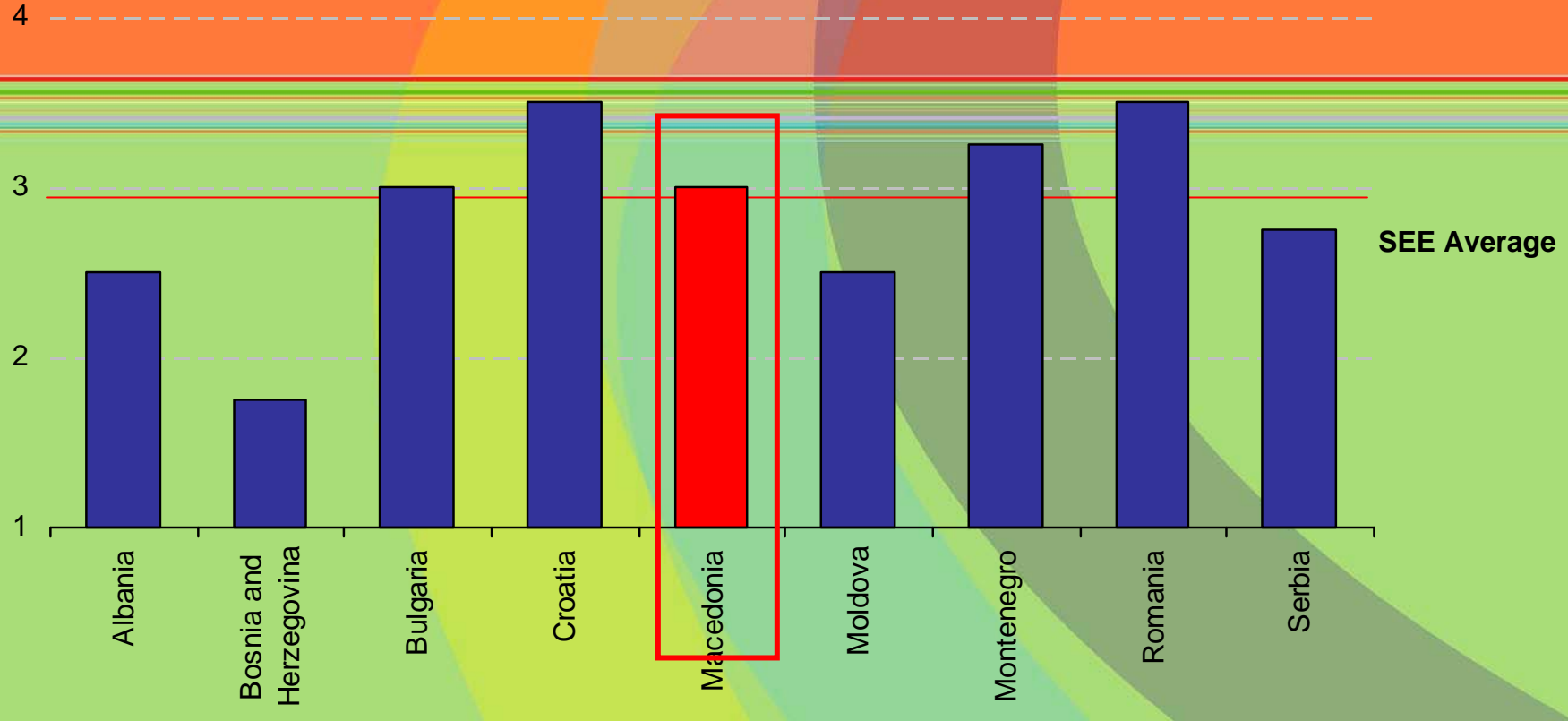
Identified weaknesses of the public vocational education and training system in the Republic of Macedonia (2005)

- Many gaps in fulfilling the labour market requirements,
- Limited scope of practical learning
- Lack of (the development of) entrepreneurial spirit
- Lack of professionalisation of the staff,
- Lack of systematic training of educators
- Main challenges in the reforms of the vocational education and training and life-long learning.
- Further need for support of the strategic goals for the achievement of a knowledge-based society, with foreign assistance from EU, USAID and the World Bank.



Overall OECD IRI Scores For Human Capital

Macedonia vs SEE countries

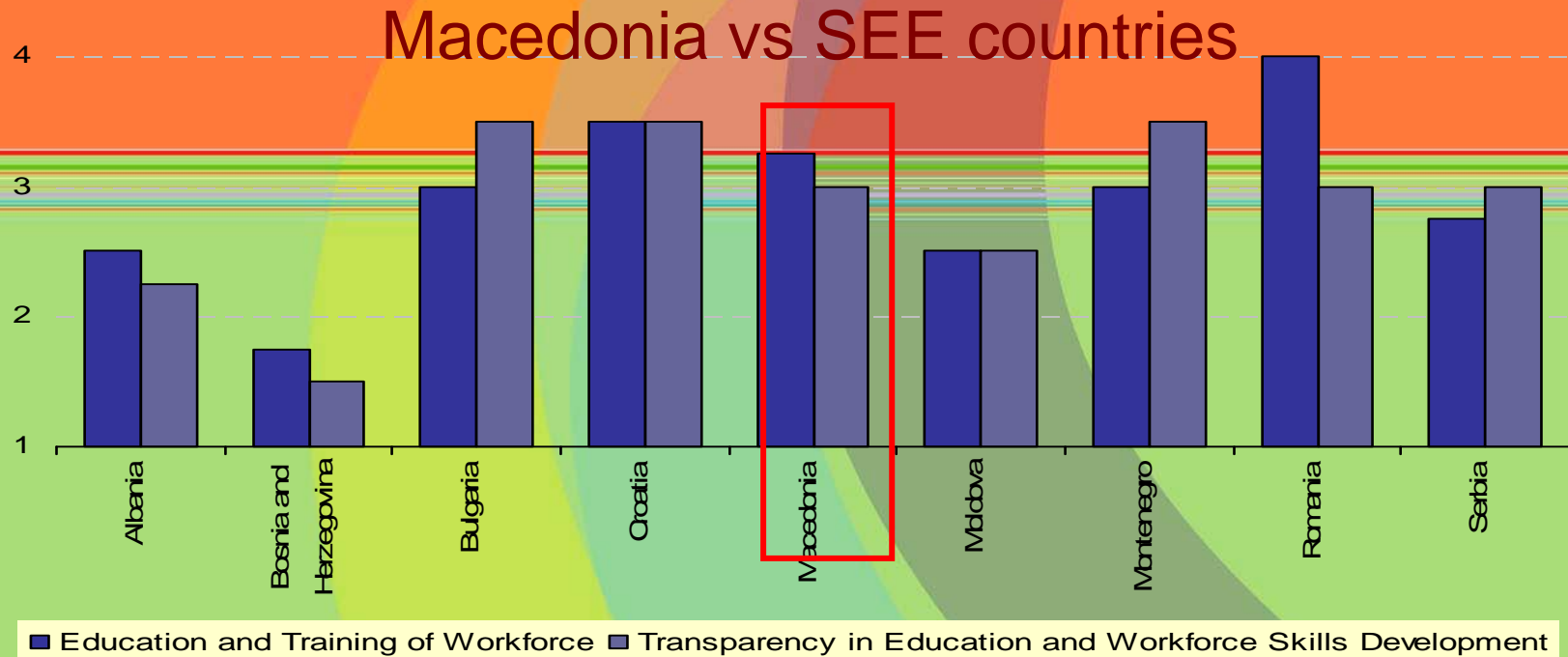


- In the areas of education strategy, workforce skills and civil servant training, Macedonia ranks slightly above the average in the SEE.
- Overall, human capital is relatively weak compared to other dimensions and remains a top priority.



OECD IRI Scores For Human Capital

- Breakdown by Sub-dimension -

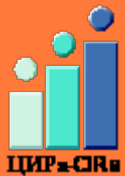


Education and workforce skills development

- Macedonia has adopted a comprehensive National strategy for 2005-2015. One of the main aims of the strategy is the linking of education and research with the labour market needs. Implementation documents for the Strategy have also been elaborated.
- Various EU programs have been implemented in order to improve vocational education and a new law is currently being drafted. A draft programme for Adult Education in the context of lifelong learning and a draft version of a Law for Adult Education are currently being prepared.
- The Civil Servants Agency has adopted a training strategy and some training programmes have been carried out.

Transparency in education and workforce skills development

- Monitoring and evaluation institutions exist at all levels: the State Educational Inspectorate, the Pedagogical Institute, the Evaluation and Accreditation Authority.
- A National Entrepreneurship and Competitiveness Council is a forum for public and private sector and civil society cooperation.



Macedonia Developments 2005-2008

- National Strategy for the Development of Education 2005–2015 (2006)**
- The Adult Education Strategy with a view to lifelong learning (2006)**
- Training of the administrative personnel delivered and study visits to several national agencies were carried out (2006-2007)**



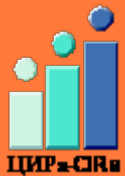
Macedonia Developments 2005-2008

- the European Partnership Agreement with Macedonia (June 2004) define priorities for areas of employment and social policy, SMEs as well as higher education.
- the Law for establishing the National Agency for European Educational Programmes and Mobility (September 2007). In charge to carry out the Lifelong Learning Programme 2007-2013 and the Youth in Action Programme 2007-2013.
- Law on Adult Education (2007)



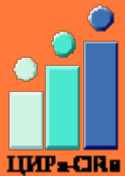
Macedonia Developments 2005-2008

- Law on voluntarism (2007)
- National Employment Strategy 2010
- National Strategy for Development of Information Society together with the Action plan (2005)
- *Establishment of a new Ministry of Information Society is envisaged*



Other actors in Macedonia

- **NGO sector plays important role in building capacities and skills of different target groups**
- **Many consultancy companies active in Macedonia**
- **Increased number of private universities in several years with very good programs**



Other actors in Macedonia- Donors

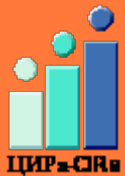
Several development programs:

- **World Bank**(Education Modernisation Project),
- **Phare and Cards (VET I-IV);**
- **EAR Human Resource Development Fund I-III; Support to Employment Policy I-III);**
- **USAID (Secondary Education Activity , Business Economic Activity, E-School). Etc**
- **IPA 2007- 2013:**

A. Employment – attracting and retaining more people in employment.

B. Education and training – investing in human capital through better education.

C. Social inclusion – promoting an inclusive labor market.



Conclusions and next steps

- ❑ There is a still need for increasing the level of formal and informal education and training, mobility as well as competitiveness in Macedonia
- ❑ Providing the follow-up funding for infrastructure and staffing necessary to implement thoroughly recent reforms in the education sector
- ❑ Proper implementation of the adopted Laws and strategies, as well as adopting new legislation
- ❑ Further development of ICT in Macedonia



Conclusions and next steps

- Ensure proper open and transparent process as well as effective planning and implementation of the IPA programs in Human Resource Development sphere
- Monitoring of the annual progress in HRD achieved in accession process
- Ensure coordination between institutions, NGOs, Business sector, academic institutions and donors



Conclusions and next steps

- ▣ Continue efforts to create a modern vocational education and training system and a higher education sector linked with the labour market and economic needs and promoting of regional cooperation in the field of higher education.



Thank you!!!

Q&A

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