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ЗАЈАКНУВАЊЕ НА МЛАДИТЕ ГРАДЕЊЕ ВЕШТИНИ, КРЕИРАЊЕ ИДНИНА

REPORT

**ON MISMATCH OF SKILLS AND ASSESSMENT OF SOCIAL ENTREPRENEURSHIP
IN SCHOOLS AND CIVIL SOCIETY ORGANISATIONS FOR VOCATIONAL EDUCATION
AND TRAINING, FOCUSING ON CRAFTSMANSHIP**

Skopje, October 2024

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INTRODUCTION

The Chamber of Crafts Skopje, together with its partners – the Association of Small and Medium-Sized Enterprises of Macedonia and the Citizens' Association AMPERSAND Skopje – Centre for Skills and Competence Development – has started implementing the project *Youth Empower: Building Skills, Creating Futures*. The main goal of the project is to equip young people with crucial professional skills, knowledge, and perspectives, encouraging their ability to actively engage in employment, self-employment, and social entrepreneurial ventures.

The project will achieve its specific objectives by introducing new approaches and cooperation between the public, private, and civil society sectors, in order to support young people in:

- developing employability skills (SO1);
- improving the capacities and expertise of civil society organisations (CSOs) and VET institutions engaged in youth development, trained to provide skills according to their needs, including vocational, entrepreneurial, and social entrepreneurial skills (SO2); and
- strengthening the growth of youth entrepreneurship and social innovation through targeted support mechanisms, thereby promoting sustainable socio-economic progress and enhancing the role of youth in the broader community development.

Within Activity A1.1.1., a field study is planned to assess the alignment of skills and the evaluation of social entrepreneurship in schools and civil society organisations for vocational education and training (VET). The purpose of this activity is to bridge the gap between school-based VET and the qualifications required in the craft sector. This research assesses the relevance of VET programmes, examines practical training, evaluates the presence of crafts, and their alignment with educational profiles.

The results of this report are expected to assess the readiness of schools to introduce social entrepreneurship into curricula as an option for self-employment after completing secondary or post-secondary education, thereby expanding youth entrepreneurship. The aim is to evaluate the alignment of existing craft skills and qualifications with the principles of social entrepreneurship, and to identify opportunities to improve knowledge and skills. Social entrepreneurship can offer significant benefits to craftsmen by providing new skills and resources that enable them to expand their scope of work and impact within the community. This evaluation process aims to identify gaps and opportunities to upgrade qualifications so craftsmen can meet the increasing demands of the market.

This report will review the current status of craftsmen's skills and capacities, identify areas where new competences can be added, and recommend appropriate measures for further development of social entrepreneurship in Macedonia. Through this assessment, it is hoped that space will be opened for significant reforms and improvements that will strengthen the craft sector and make it more resilient and beneficial to the community.

This activity plays an essential role in establishing effective mechanisms and tools that will provide quality information for decision-making by educational institutions and policymakers, improving the employability of VET graduates through targeted skills development, encouraging cooperation between education and business, enabling curriculum adaptation, and serving as a basis for policy development. This will contribute to positioning vocational education to meet the labour market demands in the craft sector and in social entrepreneurship.

1. RESEARCH METHODOLOGY

1.1. Objectives and Target Groups of the Research

The methodological aim of the research is to determine the methods, techniques, procedures, and tools to be used in conducting the field study, while the practical aim is to identify ways to apply the results obtained from the research for further alignment of qualification skills with labour market needs, addressing programme inconsistencies, modifying skills, and filling gaps in preparedness for social

entrepreneurship. The goal is for education to adapt to the demands of the labour market, guided by the needs of employers and the aspirations of students.

The target groups of the research were:

- Providers of qualification programmes in formal education (secondary vocational schools and regional centres for vocational education and training),
- Institutions delivering special adult education programmes leading to qualifications acquired through non-formal learning, and
- Representatives of employers and civil society organisations that employ individuals with acquired qualifications and have experience in social entrepreneurship.

The preparation of the report was carried out through the following activities:

- Field research conducted among providers of qualification programmes delivered through formal and non-formal vocational education.
- Semi-structured interviews with craft employers and representatives of civil society organisations.
- Review of existing documents and reports in order to identify qualification programmes, their prevalence in formal education, in vocational schools and regional VET centres in the Republic of North Macedonia, the prevalence of qualifications in non-formal education, the existing legal framework for their implementation, as well as the current status of the delivery of craft qualification programmes.

1.2 Research Sample

For the field research, a questionnaire containing 33 questions was used, divided into four areas:

1. Identification data for providers of craft qualification programmes (hereinafter referred to as “programmes”) in formal and non-formal vocational education;
2. Coverage and status of the capacities of programme providers;
3. Assessment of the current state of the programmes; and
4. Improvement and promotion of the programmes.

The questionnaire was completed by **eight vocational schools** and **one regional centre for vocational education and training**:

1. SUGS “8 Septemvri” – Skopje
2. SUGS “Georgi Dimitrov” – Skopje
3. SOU “Kocho Racin” – Sveti Nikole
4. SUGS “Shaip Jusuf” – Skopje
5. SUGS “Dimitar Vlahov” – Skopje – Aerodrom
6. SUGS “Marija Kiri Sklodovska” – Skopje
7. SETUGS “Mihajlo Pupin” – City of Skopje
8. DSURCSOO “Mosha Pijade” – Tetovo
9. ASUC “Boro Petrushevski” – City of Skopje

The questionnaire was also completed by **four institutions** implementing special adult education programmes for craft qualifications acquired through non-formal learning:

1. Open Civic University for Lifelong Learning “Kocho Racin” – Skopje/Centre
2. Open Civic University for Lifelong Learning “Gostivar” – Gostivar

3. Private Educational Institution – Open Civic University for Lifelong Learning “Vancho Prke” – Shtip
4. Economic Chamber of North Macedonia

For the field research, in providing data for the report, semi-structured interviews were also conducted with representatives of craft employers and civil society organisations:

a) List of craft companies:

5. Beauty Services Company *Zhaneta Estetik*
6. Craftsperson *Keramika Nesho*
7. Bakery *Vatasha*
8. Car Mechanic *KING*
9. Hair Salon *501*

b) List of civil society organisations:

10. Foundation for the Development of Small and Medium Enterprises – Skopje
11. ARNO – Association for Social Innovation
12. SOS Children’s Village
13. ID WOMEN – Association
14. HOPS – Healthy Options Project Skopje

1.3 Research Activities and Timeline

The research was conducted according to the following activities and planned timeframe:

- **Development of field research tools** – the questionnaire for providers of programmes acquired through formal and non-formal vocational education, and the protocol for semi-structured interviews with craft employers and civil society organisations, prepared between **22 and 24 August 2024**.
- **Distribution of the finalised questionnaire**, reception, and archiving of completed questionnaires, carried out between **25 August and 20 September 2024**.
- **Conducting semi-structured interviews** with craft employers and civil society organisations, held on **5 and 6 September 2024**.
- **Data entry, analysis, and processing** of completed questionnaires, conducted between **23 and 27 September 2024**.

□ **Preparation of the Assessment Report** on skills alignment and evaluation of social entrepreneurship in qualifications, from **30 September to 7 October 2024**.

□ **Finalisation of the Assessment Report** on skills alignment and evaluation of social entrepreneurship in qualifications, from **8 to 18 October 2024**.

2. OVERVIEW OF QUALIFICATIONS IN CRAFTSMANSHIP

Qualifications in the field of craftsmanship are acquired through formal education in public secondary schools and regional vocational education and training (VET) centres, while qualifications in non-formal education are obtained in accredited adult education institutions. Although there are numerous qualifications in the field of craftsmanship, this report focuses on **14 qualifications** that will be featured at the planned Skills Fair and the student competition for VET students.

2.1 Craft Qualifications Acquired in Formal Education to Be Showcased at the Skills Fair and Student Competition:

| Field / Sector | Educational Profile / Qualification from Formal Education |
|--|---|
| Mechanical Engineering / Mechanics | Car Mechanic |
| | Welder |
| | Pipefitter |
| | Auto Body Mechanic |
| | Engine and Motor Vehicle Fitter |
| | Auto Electrician |
| | Electromechanic – Power Engineer |
| Electrical Technician for Computer Technology and Automation | |
| Chemical-Technological / Chemistry and Technology | Baker |
| Hospitality and Tourism | Confectioner |
| Forestry and Wood Processing | Landscape Design Technician |
| Textile and Leather / Textile, Leather, and Similar Products | Garment Maker |
| Personal Services | Technician for Cosmetic Care and Beauty |
| | Hairdresser |

2.2 Craft Qualifications Acquired Through Special Adult Education Programmes in Non-Formal Education

| Field / Sector | Qualification from Non-Formal Education |
|--|---|
| Mechanical Engineering / Mechanics | Car Mechanic |
| | Gas Installer–Welder |
| | Argon Welder |
| | Welder |
| | Welder – Manual, Arc, and Gas Welding |
| | MIG/MAG Welder |
| | Welder (Manual Arc and Gas Welding) |
| | MIG (Metal Inert Gas) – MAG (Metal Active Gas) Welder |
| Electrical Engineering / Electrotechnics | Automotive Electronic Systems Technician |
| Chemical-Technological / Chemistry and Technology | Bread, Pastry, and Burek Maker |
| | Burek Maker |
| | Bread, Burek, and Pastry Producer |
| | Baker |
| | Confectioner – Pastry Products Preparer |
| Hospitality and Tourism / Catering and Tourism | Confectionery Producer |
| | Confectioner |
| | Confectioner – Gastronomy |
| Textile and Leather / Textile, Leather, and Related Products | Men’s and Women’s Shirt Maker |
| | Women’s Clothing Tailor |
| | Sewing Machinist |
| | Women’s Clothing Sewing Machinist |
| Personal Services | Facial and Body Beautician |
| | Beautician for Facial and Body Care |
| | Women’s and Men’s Hairdresser |
| | Women’s Hairdresser |
| | Hairdresser |
| | Women’s Hairdresser – Hair Extensions and Wig Making |
| | Women’s Hairdresser – Hair Care and Trimming |
| | Women’s Hairdresser – Hair Styling and Coloring |

3. DEVELOPMENT OF CRAFT QUALIFICATION PROGRAMMES

3.1 Identifying the Need for Revising or Developing a New Qualification

The revision or introduction of a new qualification in formal education can be initiated for various reasons. The need may arise from labour market demand for new competences (knowledge, skills, and abilities) resulting from the application of new technologies, machines, devices, and tools.

Initially, the initiator (public and private institutions, chambers, employers' organisations, and regional VET centres) examines the need to develop a new or revise an existing qualification, based on a prior labour market analysis. The request, along with the analysis, is then submitted to the National Board for the MQF, which forwards it for review to the relevant sectoral commission.

The sectoral commission reviews the request and analysis and decides whether to revise or develop a new qualification. If there are justified arguments, it issues a positive opinion to begin the preparation of the remaining programme documents for the qualification: occupational standard(s), qualification standard, curriculum, syllabi, and examination programmes

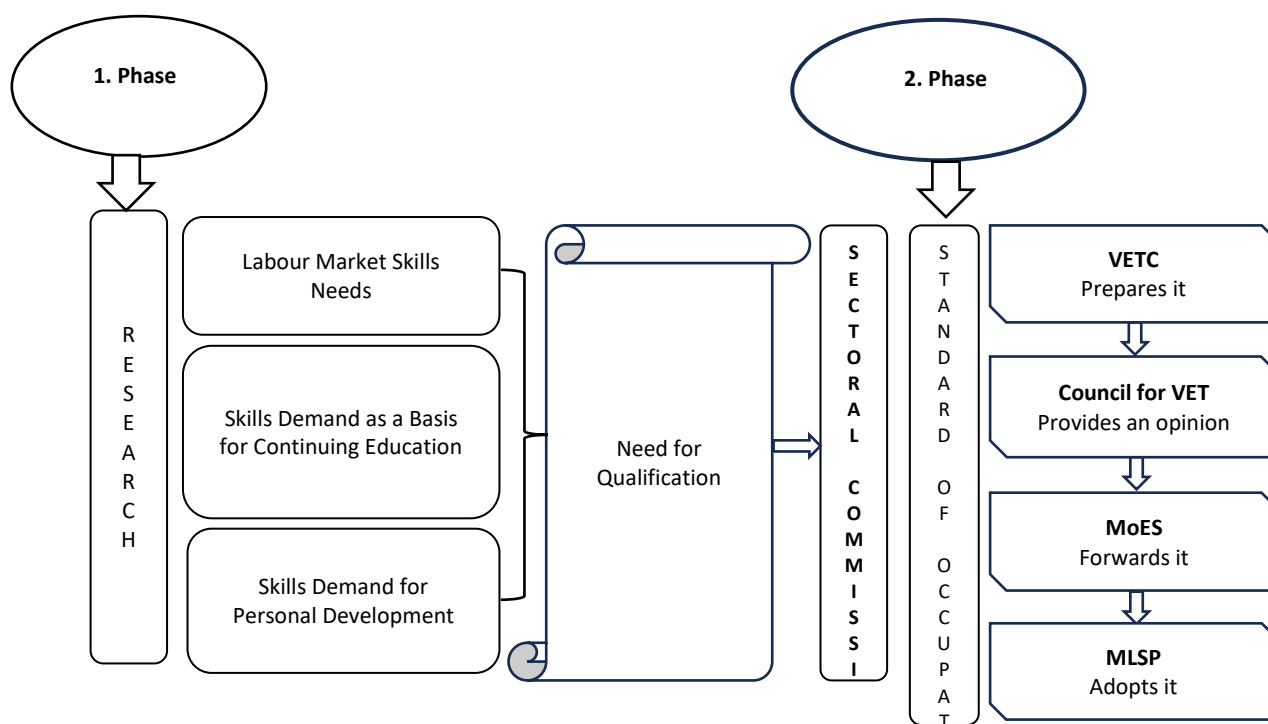
3.2 Development of an Occupational Standard

An **Occupational Standard (OS)** is a document that describes the content of a qualification at a certain level and defines the required knowledge, skills, and competences an individual must possess in order to be able to perform the work tasks within the scope of the occupation.

The institution responsible for developing programme documents for formal education is the **Centre for Vocational Education and Training (CVET)**. Based on the opinion issued by the sectoral commission, CVET forms an expert team (in accordance with the regulations) to first develop the occupational standard(s). These must be well-aligned and relevant to the needs of the labour market and serve as the core document for developing qualifications from levels II to V-B.

The occupational profile, structure, and content of the occupational standard are defined according to the **Methodology for Developing Occupational Standards**. Once the occupational standard is prepared, CVET submits it to the **Council for Vocational Education and Training** for review. With a positive opinion from the Council, CVET forwards the occupational standard to the **Ministry of Education and Science (MoES)**, which then submits it to the **Ministry of Labour and Social Policy (MLSP)** for adoption (see Schematic Diagram 1).

SCHEMATIC OVERVIEW OF OCCUPATIONAL STANDARD DEVELOPMENT



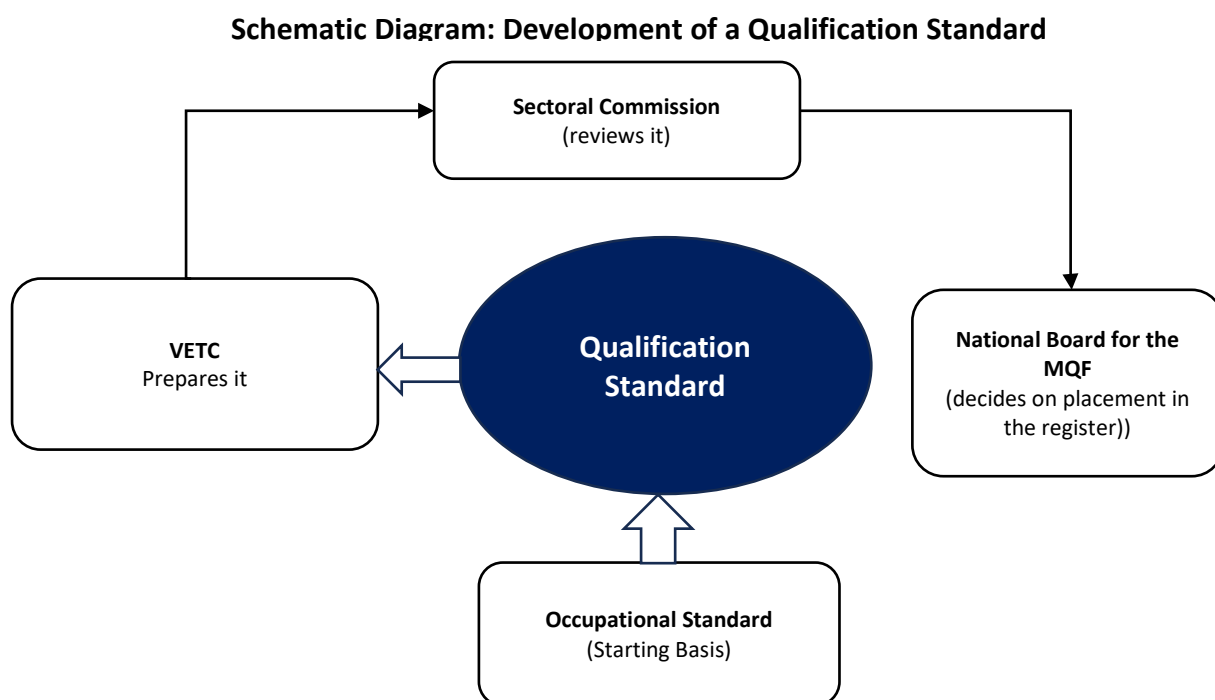
Schematic Diagram 1: Development of an Occupational Standard

3.3 Development of a Qualification Standard

Once the occupational standard(s) for a given qualification have been adopted, the process moves on to the development of the **qualification standard**. It is possible for the initiator to submit a prepared draft qualification standard to the **Centre for Vocational Education and Training (CVET)** for review, or to submit a request for the development of a qualification standard. If the initiator has not submitted a prepared draft, then, as in the development of the occupational standard, CVET forms an expert team and proceeds with the request for developing the qualification standard.

A qualification standard is a standardized description of a qualification that defines its content and structure. It includes all the information necessary to determine the level, scope, and sector affiliation, as well as data needed to ensure and promote a high-quality qualification. The qualification standard is developed according to the **adopted Methodology for the Development of Qualification Standards**.

The prepared final qualification standard is submitted, along with a cover letter, to the relevant sectoral commission for review. If necessary, the sectoral commission makes corrections to finalize the document and issues a positive opinion regarding the qualification standard. The opinion is then forwarded to the **National Board for the Macedonian Qualifications Framework (MQF)**, which decides on the placement of the qualification within the MQF at a specific level. Finally, the qualification standard is entered into the register by the MQF department (see Schematic Diagram 2).



Schematic Diagram 2: Development of a Qualification Standard

3.4 Development of Curricula and Syllabi for Craft Qualifications Acquired in Formal Education

The curricula and syllabi are modularly designed and developed in accordance with the templates for qualifications for occupations and qualifications in technical education with a four-year duration of study, as approved by the Minister of Education and Science. The curricula and syllabi for the qualifications are proposed by the VET Centre (CSOO) and adopted by the Minister of Education and Science. Once approved, they can be implemented in accredited institutions delivering programs for acquiring qualifications.

3.5 Development of Special Programmes for Craft Qualifications Acquired through Non-Formal Education

An adult education provider or institution that wishes to offer adult education for specific occupations must submit a request for the verification of the special programme to the adult education institution, namely to the **Public Institution – Centre for Adult Education (CAE), Skopje**.

The special programme must comply with the previously prepared occupational standard(s). The verification of special programmes for adult education is carried out by the CAE, based on the prior opinion of the Commission for the Verification of Special Programmes for Adult Education.

The decision for the verification of a special programme for adult education is issued for a duration of **three (3) years**. Training courses that begin while the verification decision is still valid must be completed no later than three months after the expiry date stated in the verification decision.

3.6 Procedure for Verification of a Provider of Craft Qualification Programmes Acquired through Formal Education

The procedure for verifying institutions that provide programmes for acquiring qualifications is the same as for institutions providing other qualifications in formal vocational education. The verification is carried out by the **Ministry of Education and Science (MoES)** in accordance with the *Law on Secondary Education* and the *Rulebook on the Procedure for Verification of Secondary Schools and on the Manner of Maintaining Registers (Official Gazette No. 81/2007; 98/2013)*.

The verification procedure for an institution corresponds to the procedure for establishing secondary schools. An institution that wishes to be verified for delivering a qualification must submit an application to the MoES. The application should be accompanied by the required documentation proving compliance with the conditions for delivering the qualification:

- Justification for introducing the qualification (elaborate)
- Proof of ownership of the premises (if there is no owned facility, then a contract with another institution where theoretical or practical training will be held)
- Proof of adequate premises and equipment for programme delivery
- Approved curricula and syllabi
- Contracts with personnel who will deliver the training programmes (qualified teaching staff)

Based on the application, the MoES (the Minister) issues a decision to form a commission (one representative from the MoES, one from the VET Centre, and one from the State Education Inspectorate). The Verification Commission inspects on-site whether the conditions are met. If the conditions are fulfilled, the commission prepares a report. The Minister of Education and Science, based on the report, issues a Decision for the verification of the institution to deliver the given qualification. If the conditions are only partially met, a verification decision is granted solely for the first year.

3.7 Procedure for Verification of a Provider of Craft Qualification Programmes Acquired through Non-Formal Education

- The application for verification of the institution or organisation is submitted to the **Ministry of Education and Science**, through the **Centre for Adult Education**.
- Verification of institutions and organisations that implement adult education programmes is carried out by a **Verification Commission**, consisting of four members:
 - One representative from the Ministry of Education and Science
 - One representative from the Vocational Education and Training Centre
 - One representative from the Centre for Adult Education
 - One representative from the State Education Inspectorate
- Compliance with the verification requirements is assessed through an **on-site inspection**. During the inspection, the commission evaluates:
 - The **minimum technical and hygienic conditions** necessary for delivering an adult education programme
 - The **spatial and material conditions** required for programme delivery
 - The **staffing requirements**, i.e., the qualifications and suitability of personnel engaged in delivering the programme
- After the inspection is carried out, a **report** is submitted to the Minister of Education and Science on the institution's or organisation's compliance with the verification requirements. Based on this report, the Minister issues a **decision for verification** of the institution or organisation to implement the previously verified special adult education programme.

3.8 Representation of Social Entrepreneurship in Craft Qualifications

Social entrepreneurship, as a concept that combines economic and social goals, represents an important driver of positive change in society. It enables the development of innovative solutions that directly address social and economic challenges, while simultaneously creating new job opportunities and strengthening the community. Social entrepreneurship reshapes the traditional understanding of business by adding a higher purpose that goes beyond financial gains and is aimed at addressing the needs of vulnerable groups, empowering communities, and protecting the environment.

In Macedonia, social entrepreneurship is still in its early development stage but is experiencing growing interest and support from various institutions and organizations. Research shows that public awareness of social entrepreneurship is increasing, although more extensive education and promotion are still needed for its wider acceptance. A small number of citizens have a complete understanding of what social entrepreneurship entails and how it can contribute to community development, but those who are informed demonstrate a high level of interest in participating in and supporting such initiatives.

Although the concept is still developing, in recent years interest in this area has grown significantly. More organizations and individuals recognize its importance as an alternative path for economic and social development, with some actively engaging in social initiatives. Nevertheless, studies indicate that awareness of the benefits and functioning of social entrepreneurship remains low, and many citizens and businesses are unaware of the opportunities it offers. For further development of this field, greater investment in education, awareness-raising, and appropriate institutional support is needed.

At present, social entrepreneurship in the country is implemented through small initiatives and organizations working in areas such as environmental protection, support for vulnerable groups, and the provision of education and training for young people. However, there are numerous barriers to its broader development, including insufficient support from the legislative and institutional framework, as well as the need for stronger cooperation between the public, private, and civil society sectors. These challenges open space for additional research and initiatives to further develop social entrepreneurship in Macedonia.

Within the project "*Encouraging Social Entrepreneurship*", co-financed by the EU, a draft Law on Social Entrepreneurship was prepared. The law was intended to be adopted after a public debate; however, at the time of preparing this report, it had not yet been passed.

In craft qualification programmes, social entrepreneurship is only minimally represented, appearing as content within the subject *Entrepreneurship and Business*. Out of the 14 craft qualifications acquired through formal education, social entrepreneurship is included in the *Entrepreneurship* course taught in the third year, with a weekly allocation of 2 hours, and only in two qualifications: **Baker** and **Hairdresser**.

4. RESULTS OF THE RESEARCH

4.1. Results from the Field Research

The results of the field research are based on the analysis of data obtained from completed questionnaires and conducted interviews. For interpreting the results, tabular data distribution was used, while bar charts, diagrams, and tables were applied to present nominal and ordinal data.

The analysis was carried out using data collected from:

- Completed questionnaires from **8 vocational schools** and **1 Regional Centre for Vocational Education and Training (VET)**, which provide qualification programmes within vocational education, most of them for qualifications acquired through **formal vocational education**.
- Completed questionnaires from **4 providers of special adult education programmes** for qualifications acquired through **non-formal vocational education**.
- Conducted interviews with **5 craft employers** and **5 representatives of civil society organizations**.

The questionnaire (Annex 1) consisted of **33 questions**, structured into **4 areas**:

1. Identification data on programme providers;
2. Scope and capacity status of the providers;
3. Assessment of the current state of the programmes;
4. Improvement and promotion of the programmes.

The results presented in this report focus on the last three areas, which are related to the **assessment of capacities and evaluation of the current state of qualification programmes**.

4.1.1 Results from Area II: Scope and Capacity Status of the Providers of Craft Qualification Programmes

The research on the capacities of qualification providers in crafts was focused on two aspects:

1. **Spatial and technical-technological capacities** – covering premises, technical and technological equipment, teaching resources, and aids.
2. **Human resources** – covering teaching staff and other personnel necessary for program delivery.

The starting point was to determine whether the qualification providers included in the research currently deliver such programs or not.

- **First group** – schools, Regional VET Centres, and institutions that already implement programs. Their responses are based on real insights and practical experience.
- **Second group** – institutions that currently do not deliver such programs but provided answers based on their existing capacities and an assessment of how they would use them if they were to start program delivery in the future.

Key findings:

- Craft qualification programs are present in **6 out of 8 vocational schools**, in the **Regional VET Centre**, and in **all 4 adult education institutions** that participated in the research.
- The **total number of enrolled participants** in these programs over the last **three school years** (in the schools, the Regional VET Centre, and the institutions delivering special programs for adults) is shown in **Chart 1**.
- The **detailed distribution by institution** is provided in **Annex 3** of the report.

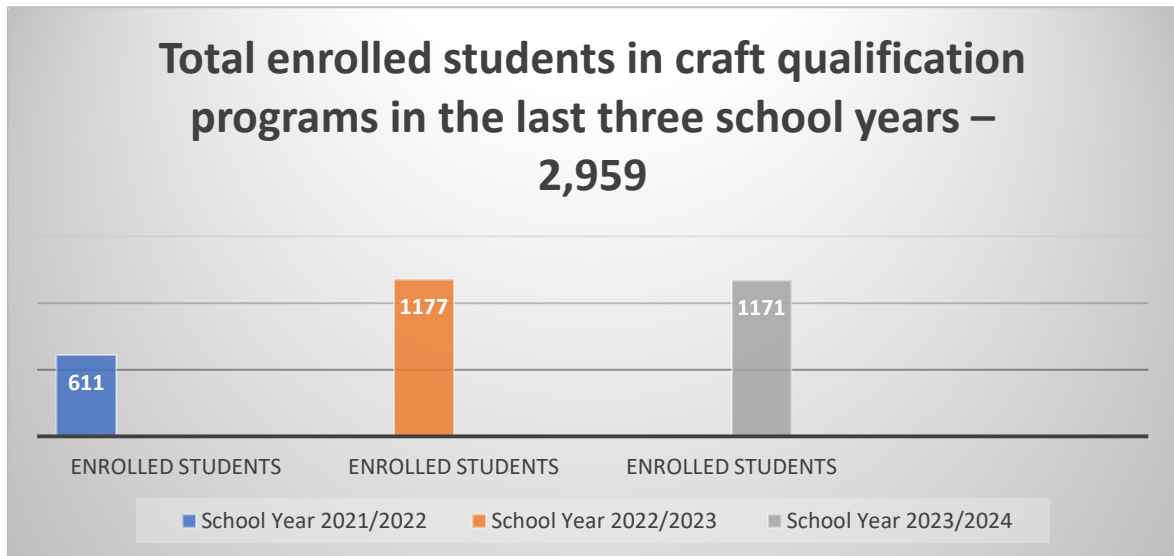


Chart 1. Enrolled Students in Craft Qualification Programs in the Last Three School Years in Schools, the Regional VET Centre, and Institutions Delivering Special Programs

When it comes to spatial conditions, they should not pose an obstacle to the implementation of the programs, as they are assessed as excellent and very good. Only one school, which has average conditions, needs to improve its spatial conditions for program delivery. Regarding the improvement of teaching space, support is needed for a larger number of schools or institutions to expand or adapt the existing teaching facilities.

Although most respondents rated the condition of the technical-technological equipment in vocational schools/regional VET centers/institutions as excellent and very good, there is always room for acquiring new equipment that meets the requirements set by program standards. Part of the existing equipment can be used for programs at all levels of vocational education, but qualification programs also require specific equipment that should be procured if the schools/regional VET centers/institutions do not currently possess it or plan to introduce new programs.

Similarly, the condition of teaching aids and materials is rated by most respondents as excellent and very good. The acquisition of new teaching aids and materials will depend on the standards and requirements specified in the programs.

An overview of the condition of spatial facilities, technical-technological equipment, and teaching aids and materials of the program providers is presented in the chart below.

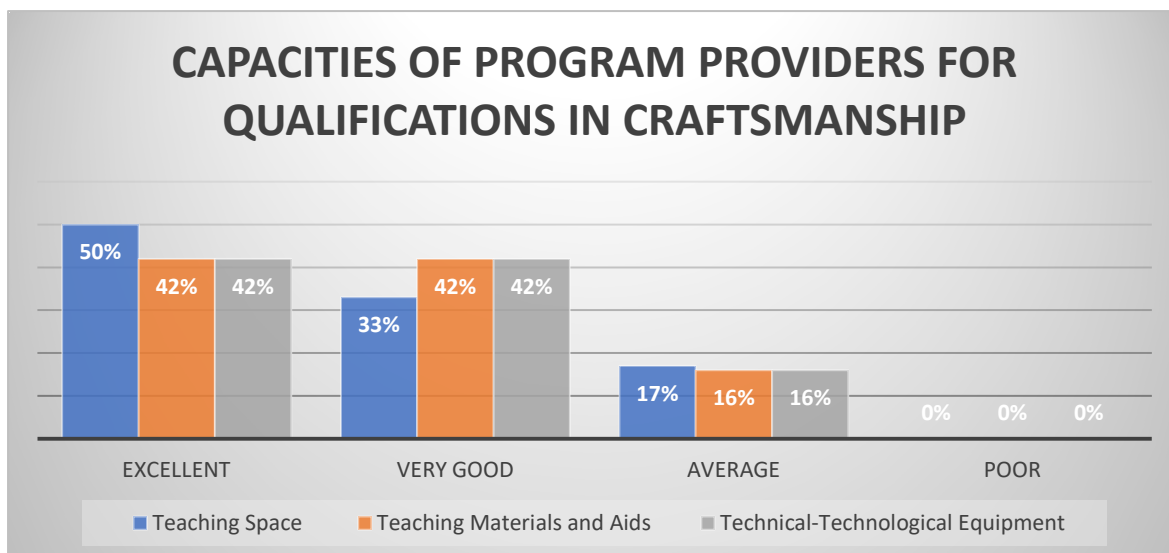


Chart 2. Assessment of Teaching Space, Technical-Technological Equipment, and Teaching Aids and Materials

In addition to spatial conditions, technical-technological equipment, and teaching aids and materials, another key factor for the successful implementation of the programs is ensuring that schools/institutions are staffed with qualified teaching and other personnel. The current state of teaching staff provides a good foundation for program delivery, as most respondents rated the situation as excellent or very good. Nevertheless, teachers should be supported in addressing new challenges arising from updated curricula and syllabi.

For effective program implementation, schools/regional VET centers/institutions need to both secure teaching staff and organize relevant training related to program implementation, including training for specialized subjects, andragogy, modularization, and similar topics.

The capacity of teachers for practical instruction is satisfactory, and they are capable of delivering practical training programs. However, there is a need to provide them with additional support to meet the requirements of new curricula. Schools/regional VET centers/institutions also need to involve industry experts in program delivery and organize training for practical instructors.

The capacity of career counselors and/or psychologists (support staff) can be considered average, as some respondents gave such evaluations, and some institutions lack these positions entirely. This indicates a need to strengthen career counseling capacity and provide training on the selection, acquisition, and introduction of new qualifications in crafts.

The capacity of support staff for practical training (demonstrators, laboratory assistants, workshop managers, and others) can be rated as satisfactory, since most respondents rated it as excellent or very good. Still, support is needed for schools that rated this capacity as average or for those without such staff, to help them fill these gaps.

The capacity of technical support staff for the maintenance of workshops/laboratories is also considered satisfactory: while some respondents rated it as excellent or very good, others rated it as average, and one school rated it as poor. Staffing or training for support staff in practical training needs improvement, as many respondents require full or partial staffing of technical maintenance personnel, while only two respondents stated they have no such need.

An overview of the capacities of teaching and other staff involved in delivering craft qualification programs is shown in **Chart 3**.

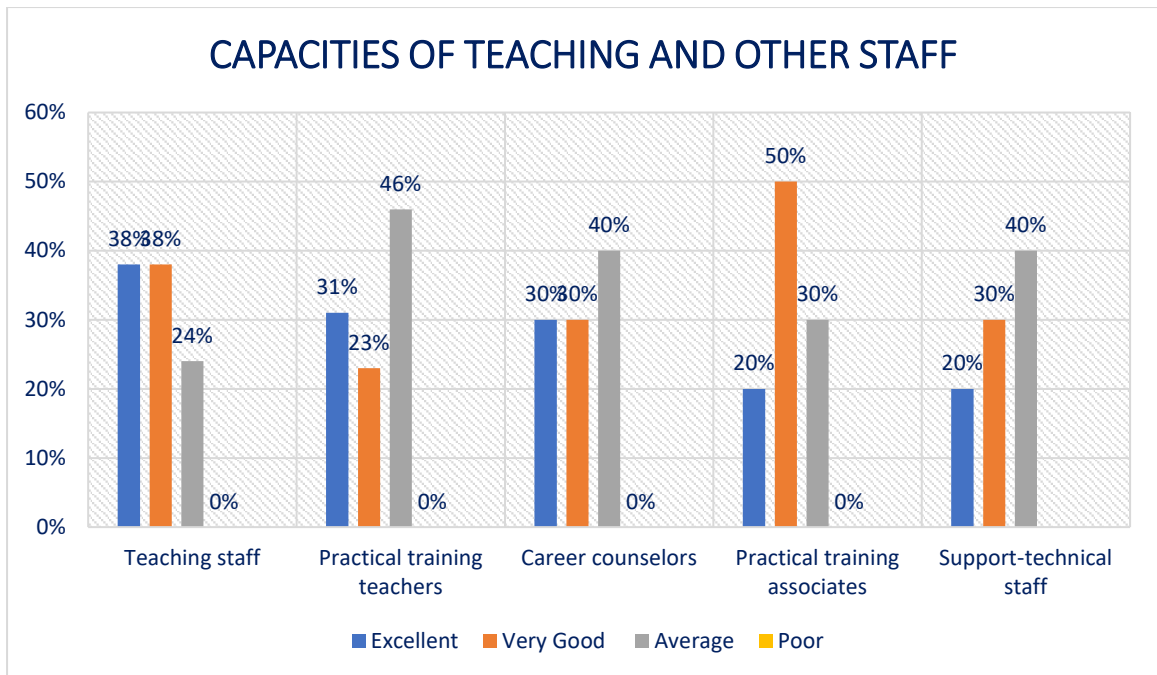


Chart 3: Capacities of Teaching and Other Staff for the Implementation of Craft Qualification Programs

In addition to meeting certain prerequisites explained in the previous section of the report—covering capacities such as spatial conditions, technical and technological equipment, teaching aids and materials, as well as the teaching and other staff required for program implementation—it is essential that schools, regional VET centers, and institutions also understand the benefits of these programs.

For this reason, the second section of the questionnaire included questions related to the respondents' perception of the benefits of implementing such programs, as well as their views on potential weaknesses and intentions to introduce new programs.

A general conclusion from the responses regarding the benefits for schools, regional VET centers, and institutions implementing the programs is that they have predominantly positive expectations from their execution, which should serve as motivation to introduce such programs. It is advisable to share best practices and experiences from those institutions already implementing these programs, so that others can better understand the advantages.

It is noteworthy that the majority of respondents do not perceive any weaknesses in introducing craft qualification programs. For the few weaknesses mentioned, it is recommended to follow up with the respective schools, regional VET centers, or institutions to gather additional details—particularly drawing from those with positive experiences and successful implementation examples.

The majority of respondents either already have or plan to introduce craft qualification programs. For the expressed negative attitude toward the introduction of such programs, it is necessary to determine whether schools, regional VET centers, or institutions lack sufficient information about the benefits of these programs. If this is the case, targeted efforts should be made to work with them in the future—presenting best practices and motivating them to adopt and implement such programs. (Chart 4).

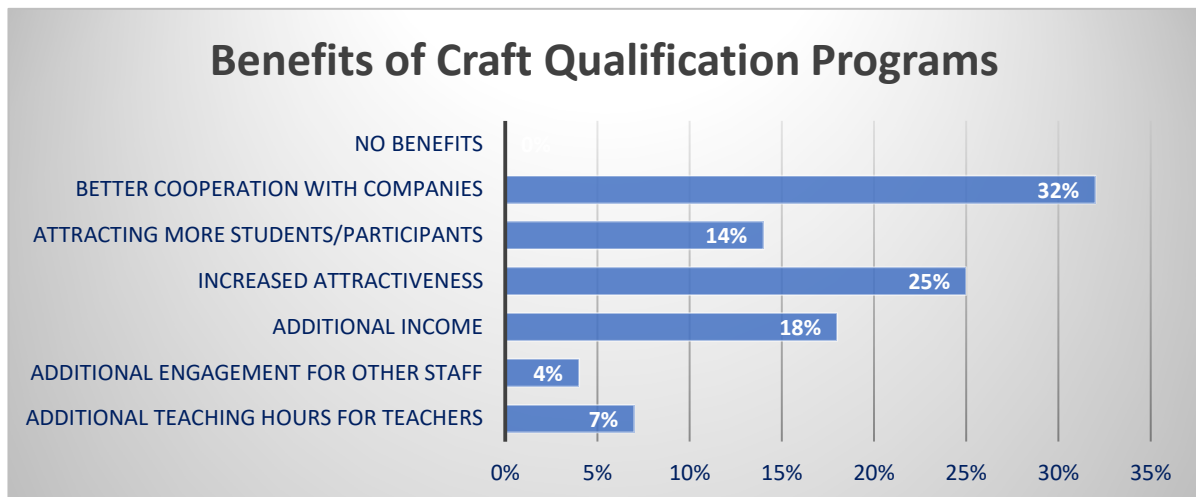


Chart 4. Benefits of Implementing Craft Qualification Programs

When asked whether they perceive the implementation of programs as a weakness for the school/regional center/institution, the majority of schools reported **no perceived weaknesses** associated with introducing such programs. For the few respondents who indicated potential weaknesses, it is necessary to follow up with the schools to obtain more detailed information, particularly drawing on the experiences and good practices of existing program providers.

Regarding the question of whether program providers intend to introduce new programs in the future, **most respondents already have or plan to introduce such programs**. However, there are schools/regional centers/institutions with a negative attitude toward their introduction. For these cases, it is important to determine whether they have **sufficient information about the benefits** these programs can bring.

4.1.2 Results from Area III: Assessment of the Current Situation with Craft Qualification Programs

The situation regarding the quality of skills acquired by students through existing programs, according to the assessment of program providers, is good, as most respondents believe the skills are very good, excellent, or average. It should be noted that the evaluation of skills provided by employers who hire graduates with craft qualifications is highly important and relevant. Therefore, it is essential to obtain their feedback on the quality of skills acquired by students through existing programs.

Although respondents consider that the most important condition for acquiring skills that meet labor market needs is the provision of conditions for implementing practical training, other factors also play a significant role in developing the necessary skills: the quality of teaching staff implementing the programs; the quality of the programs themselves; the motivation of students/participants to enroll in the programs; and the motivation of students/participants related to employment opportunities after completing the programs.

According to the research results, program providers are not sufficiently familiar with the inclusion of social entrepreneurship within craft qualification programs.

Regarding the preparedness of students/participants to start their own business after completing the program, most respondents believe they are only partially prepared. Once the reasons for partial or complete lack of preparedness are determined, interventions should be made in the programs or the educational process to improve the skills and knowledge that will enable graduates to start their own business.

The research also shows that practical training for students/participants in current programs is generally carried out in a combined format—both in the school/regional VET center/institution and in a company. In fewer cases, practical training takes place only in companies or only in schools/regional VET centers/institutions. According to the new VET concept, practical training conducted exclusively in schools should be phased out, particularly for craft qualifications.

A significant number of survey participants had previously been involved in the development of qualification programs. While not all program providers can be directly involved in program development due to regulations on the composition of working groups—at least in the case of formal education qualifications—it is still valuable to consider their opinions on program quality, based on their implementation experience. This will be especially important when revising programs according to the established timelines.

Although most respondents believe that procedures for introducing new programs are efficient, the feedback from those who think that these procedures take too long and are overly bureaucratic should be considered. Additionally, possibilities for simplifying the procedures and reducing approval times should be explored.

Several challenges exist in developing and introducing programs, all of which are almost equally significant. While respondents view the low interest of potential students/participants as the most pressing challenge, the lack of external financial support for program providers, low employer interest, and existing procedures and arrangements for launching new programs are also important. Therefore, all challenges should be considered together when defining the next steps for program development and delivery.

Respondents' opinions on potential forms of financial support for schools/institutions to ensure conditions for program implementation are fairly balanced, with a slight emphasis on employer participation. As a conclusion, it can be stated that there should be no limitations—financial support should involve all stakeholders with an interest in participating in these programs, especially for qualifications acquired through non-formal education.

Most respondents indicated that they obtain information about the need for qualification programs from the Employment Service Agency of North Macedonia (AVRSM), as well as from potential students/participants and employers. Nevertheless, it is necessary to consider establishing a system for monitoring current qualification needs and forecasting future needs.

Based on the assessment results provided by respondents regarding the spatial and technical capacities and the willingness of companies to participate in program implementation, it can be concluded that all agree that companies have the necessary facilities and technical capacities. However, most are not interested in participating in program introduction and delivery. It is necessary to analyze why companies are not interested and to propose measures to increase their engagement.

4.1.3 Results from Area IV: Improvement and Promotion of Craft Qualification Programs

In the part of the questionnaire that examined how schools/regional VET centers/institutions obtain information on which programs are in demand by employers, the majority of respondents indicated that they do not have regular access to such information. These results highlight the need to address why most program providers lack consistent access to data on potential labor market demand, and to define measures that would ensure access to such information in the future.

There is a diversity of perceptions among respondents regarding employers' interest in the programs. Opinions ranged from the view that employers are interested and satisfied with the qualifications, to the impression that employers are not interested in such qualifications. Worth noting is the perspective of one respondent who indicated that employers expressed willingness to invest in the programs, as well as the observation from some respondents that employers would prefer shorter timeframes for obtaining a qualification diploma/certificate. This suggests that an analysis of the program duration should be undertaken. Finally, attention should be given to those respondents who stated they have no information on employers' interest in these programs, and to identifying how they could obtain such data.

The research results also revealed weaknesses in the preparedness of students/participants who have completed craft qualification programs. Many are not sufficiently ready for direct involvement in production or service processes and require additional on-the-job training. Another significant finding is the high level of unawareness among program providers regarding employers' perception of these programs, which calls for improved information flow on this matter.

Responses to the final question of the questionnaire indicate the need for external investment in equipping school workshops to ensure a high standard of work-based learning for students/participants in the programs, as well as greater promotion of craft qualification programs. Additionally, securing employment opportunities for graduates of these programs should not be overlooked. All of these observations from providers should be taken into account when designing policies aimed at increasing the attractiveness of craft qualifications.

4.2 Results from the Semi-Structured Interviews with Employers – Craftsmen

- The interviews were conducted in a semi-structured manner, using pre-prepared questions.
- For the first group of questions, which referred to employers' views on the alignment between the skills of students/participants who have completed craft qualification programs (through formal or non-formal education) and the skills required by employers, the main points raised were:
 - **Differences in acquired skills** depend on whether master craftsmen–mentors are involved during practical training at the employer's premises.
 - **The number of practical training hours** is a key factor. Employers suggested reducing the hours for general education subjects—since literacy and basic education are completed at primary school level—and reallocating them to increase practical training hours.
 - The introduction of **dual education** has significantly improved the skills of craft qualification graduates.
 - Employers noted that students who have completed craft qualifications are **not fully prepared** to start their own business and require at least a few years of work experience. While they could start a business, they would need advisory support from more experienced masters or self-employment support programs. Employers were not familiar with the **social entrepreneurship component** of the qualification programs.
- In the second group of questions, regarding program improvement, employers expressed that:

- Practical training hours should be increased.
- Employers should have a **greater role in program development**, along with training on how to participate in this process.
- Experienced masters should mentor students during practical training but should be **motivated and financially supported** for their mentoring work.
- Employers are willing to support students who are genuinely motivated to achieve the required competences, with financial support increasing as the student progresses in their education.
- There should be guarantees or agreements to ensure that students mentored by a particular employer remain with that employer after graduation.
- Many young people lack **soft skills** (e.g., client communication), which affects their employability. Even with a craft qualification, they may remain unemployed due to these deficiencies.
- In practice, **practical training is often not fully implemented**, producing graduates without sufficient technical skills. Employers then have to invest additional resources to train them.
- A large proportion of students lack **initiative, work motivation, and entrepreneurial skills**, contributing to unemployment even when qualifications are in demand.
- Employers recognize the benefits of cooperation with program providers, as it is the most reliable way to recruit future employees. However, they note that employers who mentor students during training have no guarantee that these students will not be hired by companies that did not participate in their training. They propose developing a model to motivate employers who invest in training students in craft qualifications.
- **Regarding priorities for encouraging young people to choose craft qualifications**, employers suggested:
 - **Promoting good practices** to show that crafts can be a profitable and sustainable career.
 - Providing **scholarships and loans** to students enrolled in craft qualification programs to increase motivation.
 - Strengthening **information and awareness campaigns** about the programs.
 - For the third group of questions, related to the need for new programs, employers indicated that they are generally not well informed about the procedures for introducing new programs, even though some have participated in working groups for program development. They recognize that **rapid technological changes** also affect the crafts sector, but believe that instead of constantly introducing new qualifications, there should be **continuous revision and modernization** of existing ones. Some have experience in designing special adult education programs for qualifications acquired through non-formal education. The main challenge is finding genuinely interested participants who will follow a professional path aligned with the qualification obtained.
 - Employers did not express a particular need for more information on the necessity of introducing or changing programs, but they are interested in updates related to **their specific qualification** and innovations at the local, regional, and international levels. They often gain such information by participating in competitions, fairs, and other collaboration formats.
 - Part of the interview addressed the project objective to **organize a fair-type competition for students in 14 qualifications based on European criteria and standards**. Employers' suggestions for participation in planning, organizing, and implementing such a competition included:
 - Developing a **Competition Rulebook** defining all phases of the competition in detail.
 - Establishing a **Coordination Body** for competitions with the Ministry of Education and Science and the VET Center, responsible for securing funding, including potential EU funds when conditions allow.
 - Using **occupational standards, qualification standards, curricula, syllabi, and exam programs** as the basis for competition criteria and standards.

- Competitions to be conducted under the leadership of coordinators and evaluation teams, with external members, especially experienced masters for the practical part.
- Selection of finalists to be preceded by **qualifying rounds** at lower levels, with predefined criteria and external evaluation.
- Competitions should consist of several stages: task planning, tool and equipment selection, execution, and evaluation of the completed work.
- Finding a model for **greater involvement of underage students** in practical training beyond the hours defined in the curriculum.

4.3 Results from the semi-structured interview with civil society organizations

- In the first group of questions, regarding the assessment of the current state of craft qualification programs, participants of the semi-structured interview noted that they are more familiar with the procedures for initiating and implementing **non-formal qualification programs** than with those for qualifications in **formal education**. Participants stated that they **do not have mechanisms** for obtaining information on the extent to which the skills acquired by students in qualification programs meet employers' expectations.
- They pointed out that within their NGOs they have **experience in employing and engaging young people**, which could serve as good practice models for social entrepreneurship. Examples mentioned included: hairdressing services, production of furniture from paper, making decorative and structural elements for houses, recycling centers, providing haircuts for sick people at home, and more.
- In the third group of questions, related to suggestions for improving and promoting the programs, participants agreed that **social entrepreneurship** is not sufficiently known or recognized by the general public. They stressed the need for greater promotion and showcasing of good practices. Although there have been two attempts in the past to adopt a dedicated Law on Social Entrepreneurship, the law has not been passed, which may explain why the term and concept of "social entrepreneurship" are not widely familiar.
- Furthermore, social entrepreneurship is **not sufficiently included** in the school subjects *Business* and *Business and Entrepreneurship* (including green entrepreneurship) that are taught in formal vocational education qualification programs.
- Regarding the strengthening of entrepreneurship and social entrepreneurial skills within the VET system, participants believe that:
 - A **separate subject** on social entrepreneurship should be introduced, or
 - A **dedicated module** should be incorporated into existing *Business* or *Entrepreneurship and Business* courses, covering social entrepreneurship.
 - They emphasized that it would be beneficial if the **announced Law on Social Entrepreneurship** were adopted, as it would regulate this area, give new impetus to its development, and encourage youth involvement in this segment of economic growth.
 - Representatives from CSOs were unanimous in their intention to take part in **strengthening social entrepreneurship** within vocational qualifications and in developing skills among young people enrolled in formal education.
- **Key conclusions from the interview with CSO representatives:**
 - All craft qualification programs should include **mandatory content** on social entrepreneurship.
 - Programs should cover only the **basics** of social entrepreneurship, without going too deep into advanced content.
 - Consider including social entrepreneurship in the **competitive component** of programs, through the preparation of business plans, projects, and other business planning formats.
 - Representatives from CSOs should be **involved in the development** of curricula on social entrepreneurship.
-

5. IDENTIFIED WEAKNESSES FROM THE SURVEY ON SKILLS MATCHING AND EVALUATION OF SOCIAL ENTREPRENEURSHIP IN CRAFT QUALIFICATIONS

The analysis of the results from the field survey and semi-structured interviews revealed several weaknesses in skills matching and the evaluation of social entrepreneurship within qualifications. These weaknesses were identified across all research areas and provide clear directions for:

- improving existing qualifications,
- enhancing the vocational education and training (VET) system in both formal and non-formal education, and
- introducing new programmes for craft qualifications.

5.1. Identified Weaknesses from the Field Survey

Although the majority of programme providers assessed the **spatial conditions, technical-technological equipment, and teaching aids** as *excellent* or *very good*, and none rated them as *poor*, there are still providers who gave an **average rating**.

This points to the need for **targeted interventions** to improve conditions for these providers. Particularly significant is the finding that **67% of respondents expressed a need to adapt existing premises**, which highlights the importance of providing support to programme providers, especially in the area of teaching spaces and their functional arrangement.

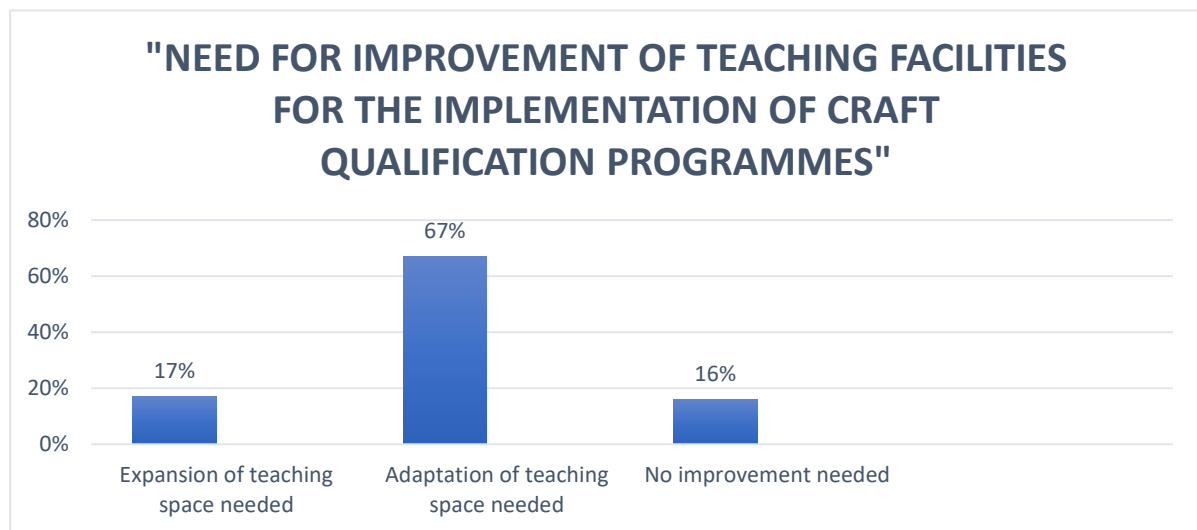


Figure 5: Needs for Improvement of Teaching Facilities for the Implementation of Craft Qualification Programmes

The technical-technological equipment, teaching materials and aids, and specialized equipment for workshops for practical training and exercises were rated by the majority of respondents as excellent or very good. However, there is always room for acquiring new teaching materials and aids that meet the requirements arising from the programmes.

As a priority area for improving programme implementation, the greatest need is for the procurement of specialized equipment for workshops for practical training and exercises. The next priorities include the acquisition of teaching materials and aids, the procurement of technical-technological equipment, and the improvement of existing programmes (Figure 6).

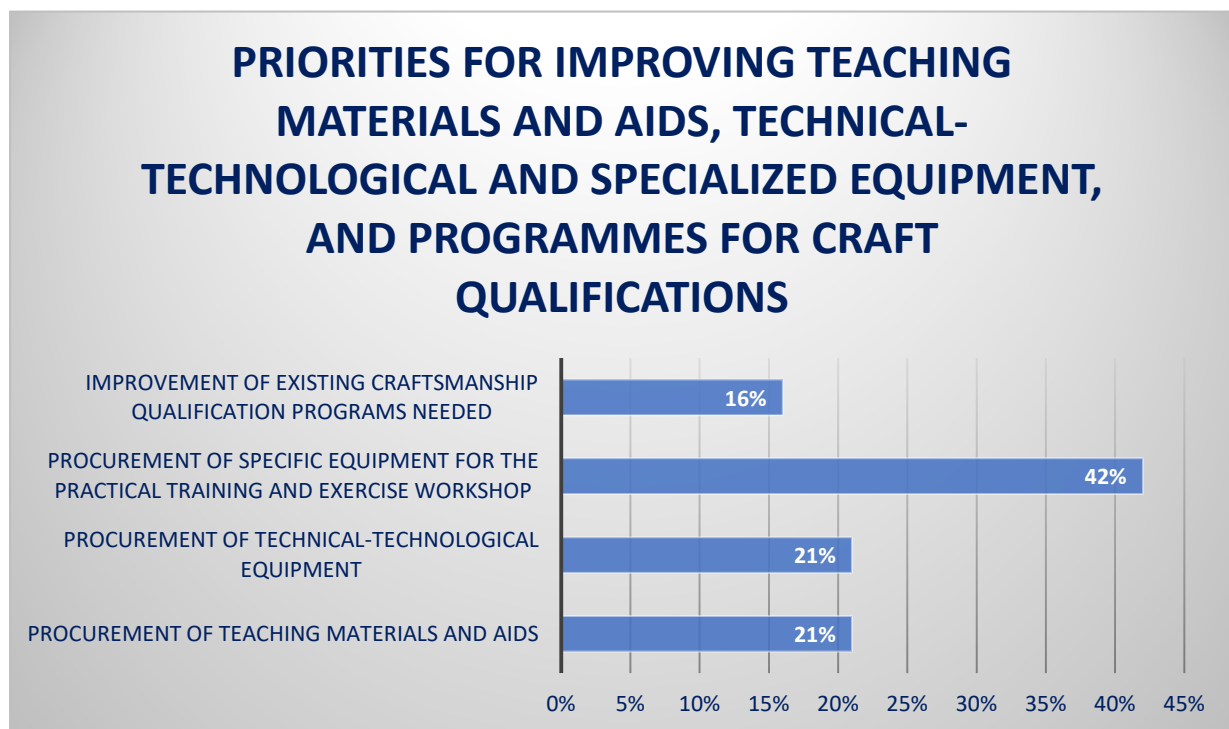


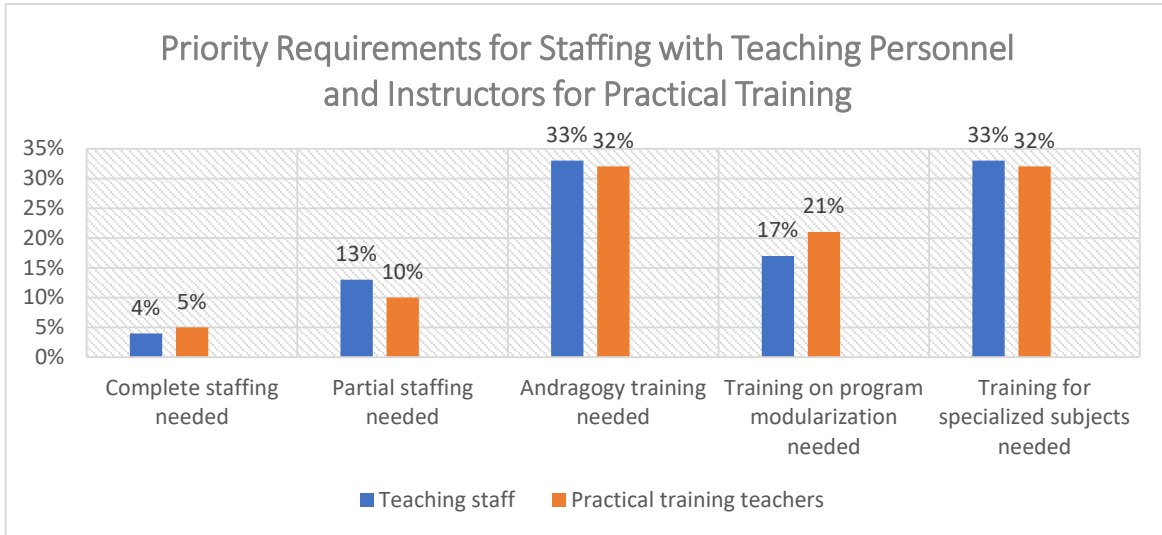
Figure 6: Priorities for Improving Teaching Materials and Aids, Technical-Technological and Specialized Equipment, and Craft Qualification Programmes

The third part of the assessment of the capacities of craft qualification programme providers referred to the teaching and other staff involved in programme delivery. The respondents' assessment of the current teaching staff provides a solid basis for the implementation of qualification programmes, as it was rated as excellent and very good.

It is, of course, necessary to provide support to teachers in relation to the new challenges arising from the updated curricula and syllabi. However, for the successful implementation of the programmes, providers need to be staffed with adequate teaching personnel, as well as to receive training relevant to programme implementation, such as:

- training for specialized subjects,
- andragogy,
- modularization of curricula,
- and other relevant topics.

The same applies to staffing or training of instructors for practical training. (See **Figure 7**).



Graph 7: Priority Requirements for Staffing with Teaching Personnel and Instructors for Practical Training

The situation is similar with the rest of the staff involved in the implementation of the programs: career counselors, practical training associates (demonstrator, laboratory technician, workshop manager), and support-technical staff for maintaining the workshop/laboratory.

Based on the research results, which indicate that respondents are not sufficiently familiar with the presence of social entrepreneurship in the programs, there is a clear need for activities aimed at increasing the awareness of schools, regional centers, and institutions.

According to the research results, most respondents believe that students/participants who have obtained qualifications in craftsmanship are only partially prepared to start their own business (Figure 8).

From the above, it can be concluded that the knowledge and skills lacking among students for running their own business include: lack of entrepreneurial skills, lack of innovation, insufficient knowledge of financial regulations, and limited awareness of opportunities for using self-employment grants.

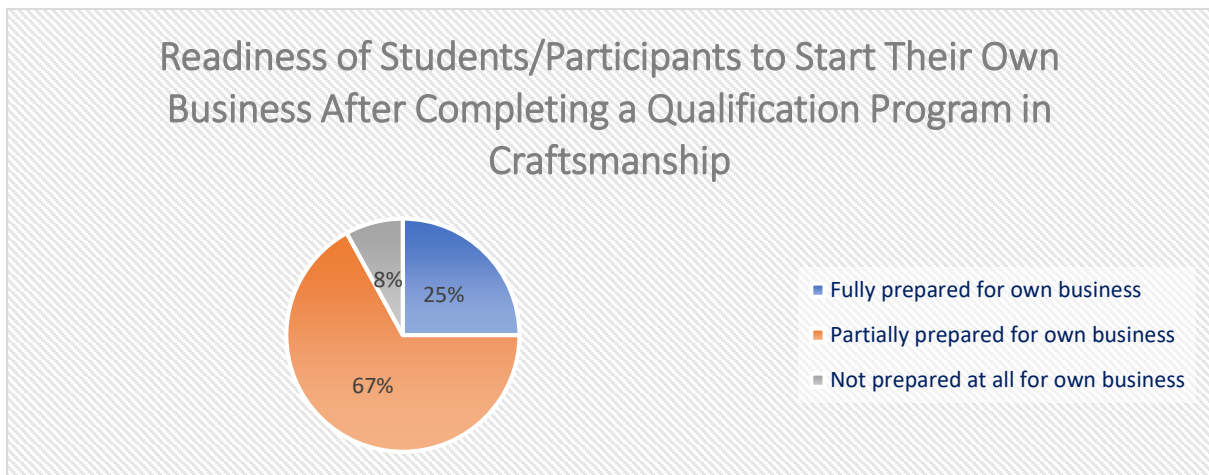
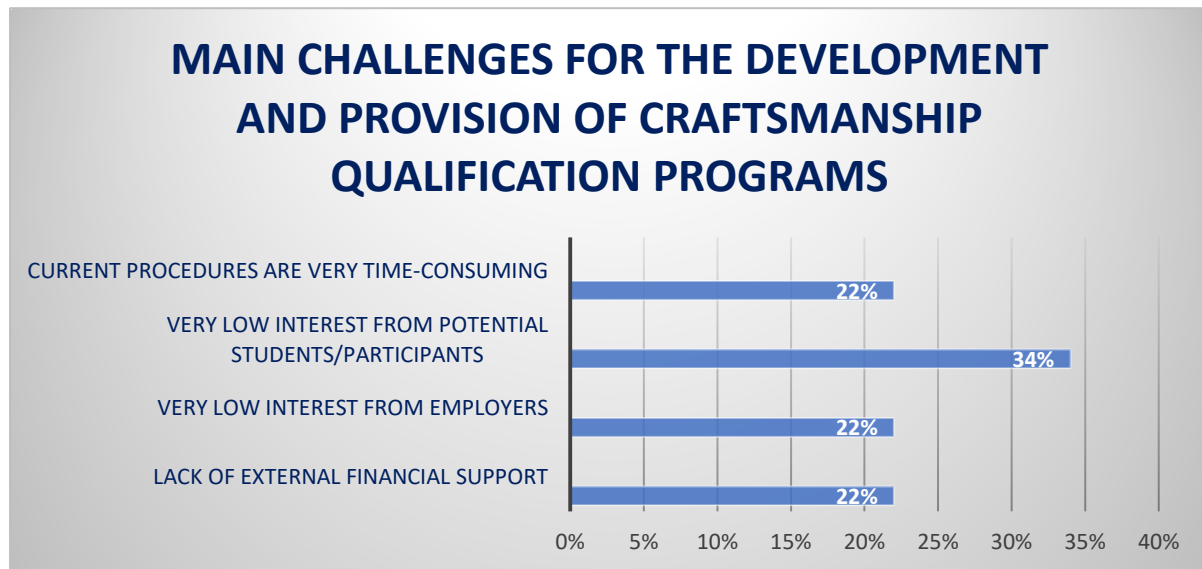


Figure 8: Readiness of Students/Participants to Start Their Own Business After Completing a Craft Qualification Program

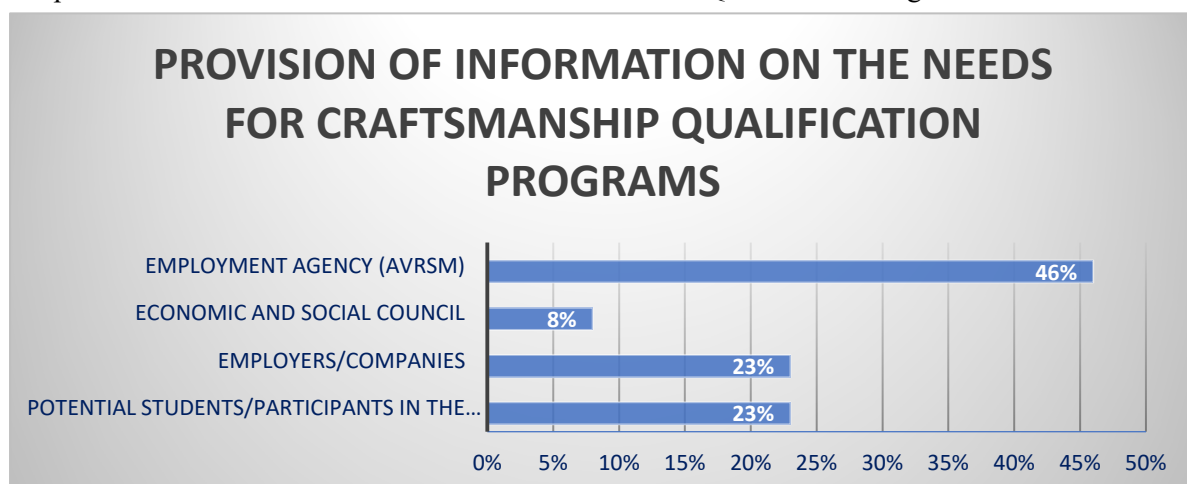
There are several challenges in developing and delivering qualification programs. All are almost equally significant (Figure 9), with a slight emphasis on the very low interest of potential students/participants in the programs, the lack of external financial support for program providers, the very low interest of employers in the programs, and the current procedures for launching a new program. Therefore, all challenges should be viewed as a whole when defining the next steps for the development and delivery of the programs.



Graph 9: Main Challenges in the Development and Delivery of Craft Qualification Programs

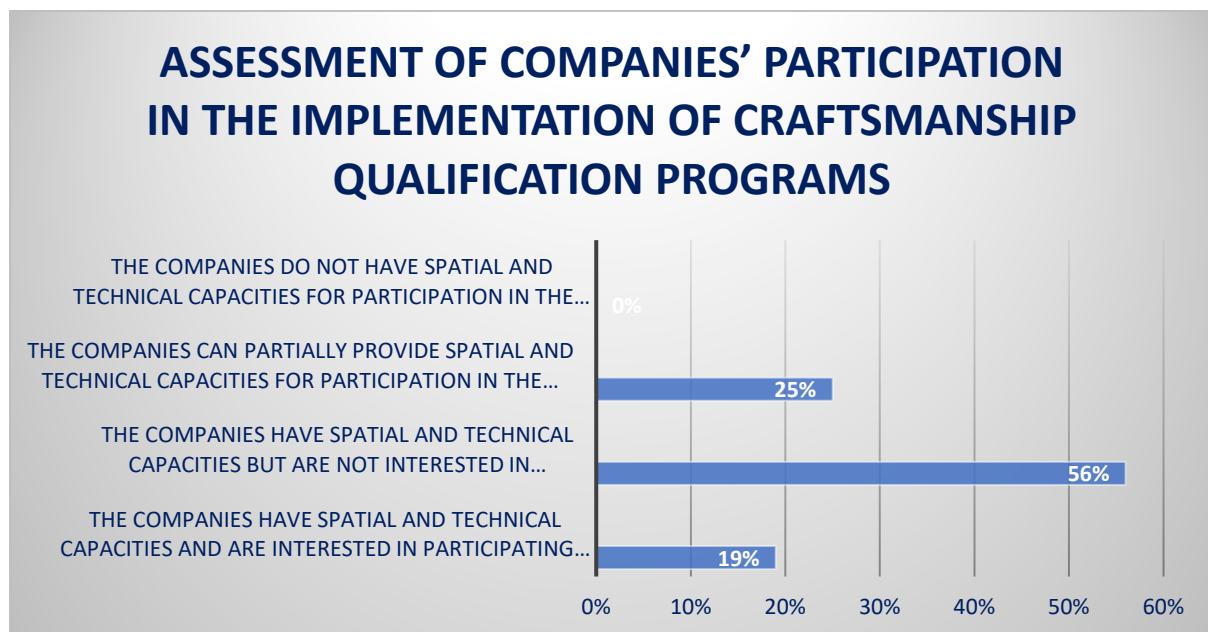
It is essential for program providers to receive relevant and timely information on both current and future labour market demands for these qualifications. According to respondents, the main source of information about program needs is the Employment Agency of the Republic of North Macedonia (AVRSM), followed by potential students/participants and employers, while the least information comes from the economic and social councils at the local government level (Graph10). However, it is important to consider establishing a system for monitoring current qualification needs as well as forecasting future demands for such qualifications.

Graph 10: Provision of Information on the Needs for Craft Qualification Programs



It is necessary for employers to participate in the implementation of the programs, especially in conducting practical training. According to the assessment results provided by respondents regarding the spatial and technical capacities and the interest of companies in participating in program implementation, there is consensus that companies have adequate spatial and technical capacities, but the majority of them are not interested in participating in their delivery (Graph 11).

An analysis should be carried out to determine why companies are not interested in participating in program implementation, and measures should be proposed to increase their interest in taking part in the delivery of these programs.



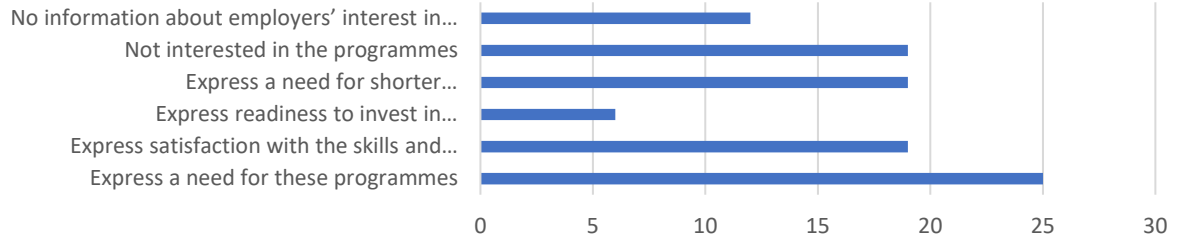
Graph 11: Assessment of Company Participation in the Implementation of Craft Qualification Programs

Two questions arising from the main objectives of the report focus on bridging the gap between school-based vocational education and the alignment of programs with the needs of employers—craftsmen. There is a diversity in respondents' perceptions of employer interest in these programs, ranging from those who believe employers are interested and satisfied with the qualifications, to those who feel employers are not interested in such qualifications (Graph 12).

One respondent's observation—that employers express readiness to invest in these programs—is noteworthy. Even more telling is the feedback from some respondents that employers see the need for shorter durations to obtain a diploma/certificate. This suggests that an analysis of program duration should be conducted.

Finally, the views of respondents who have no information about employer interest in these programs should be considered, along with determining how they can obtain such information.

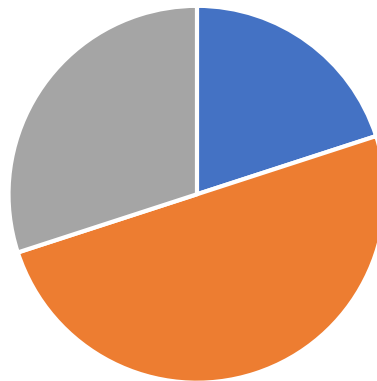
EVALUATION OF PROVIDERS ON THE PROGRAMMES REGARDING EMPLOYERS' INTEREST IN CRAFT QUALIFICATIONS



Graph 12: Assessment by program providers of employer interest in craft qualifications

Most program providers believe that students/participants who have completed craft qualification programs are not sufficiently prepared for direct inclusion in the production or service process and require additional on-the-job training (Graph 13). Equally significant is the high level of unawareness among program providers regarding employers' perceptions of these programs, highlighting the need for improved communication and access to information on employer feedback.

PERCEPTION OF EMPLOYERS ON CRAFTSMANSHIP QUALIFICATION PROGRAMS PROVIDED BY SCHOOLS/REGIONAL CENTERS/INSTITUTIONS



- Students/participants who have completed craftsmanship qualification programs are very well trained and prepared to be employed.
- Students/participants who have completed craftsmanship qualification programs are not sufficiently trained to be employed and require additional training at the workplace.
- No information on employers' perception regarding the professional quality of students/participants who have completed craftsmanship qualification programs.

Graph 13: Employers' perception of craft qualification programs provided by schools/regional VET centers/institutions.

At the end of the survey, a question was asked about what additional support schools, regional VET centers, and institutions would need to introduce new craft qualification programs. The survey results indicated the following key needs:

- **External investment in school workshops** to ensure a high standard of work-based learning for students/participants.
- **Greater promotion of qualification programs** to increase awareness and interest.
- **Provision of equipment** necessary for program implementation.
- **Collaboration with companies** to secure high-quality work-based learning experiences.

(Graph 14)

It is also important not to overlook **ensuring employment opportunities** for graduates of these programs. All these points raised by program providers should be taken into account when developing policies aimed at increasing the attractiveness of craft qualifications.

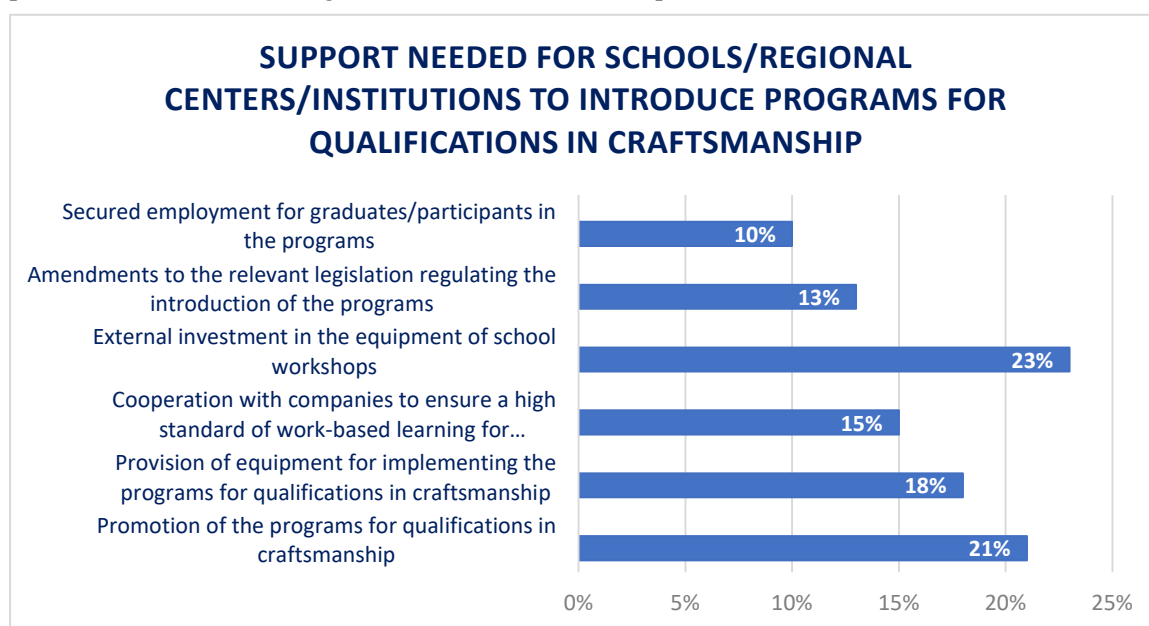


Figure 14: Required Support for Schools/Regional Centers/Institutions to Introduce Craft Qualification Programs

5.2. Identified Weaknesses from the Semi-Structured Interview with Employers – Craftsmen

Employers–craftsmen highlighted several important aspects related to the quality, content, and implementation of craft qualification programs:

1. Differences in Skills Acquisition

- There is a noticeable difference in the skills acquired by students depending on whether master–mentors are involved during practical training at the employer’s premises.

2. Need for Curriculum Adjustment

- Employers believe the number of hours for general education subjects should be reduced in favor of more hours dedicated to practical training.

- The introduction of dual education has significantly improved skills within the qualifications.

3. Readiness for Entrepreneurship

- Graduates are not fully prepared to start their own business immediately; they require several years of work experience.
- They can start a business if they receive advisory support from experienced masters or self-employment support programs.

4. Limited Familiarity with Social Entrepreneurship Content

- Employers are not familiar with the social entrepreneurship component in craft qualification programs.
- There is a need for greater employer involvement in curriculum development, as well as training for employers on how to design qualification programs.

5. Mentorship Motivation and Support

- Experienced masters should mentor students during practical training, but they need to be motivated and financially supported for their mentoring work.
- Employers are more likely to support students who are genuinely interested in achieving the required competences, with financial support increasing as students progress through their studies.
- A key concern is ensuring that mentored students remain with the employer after completing their education.

6. Retention and Recruitment Concerns

- Employers see collaboration with training providers as the most reliable way to recruit future employees.
- However, they have no guarantee that students they train will not be hired by other employers who did not contribute to their training.

7. Promotion and Attraction of Young People

- To attract more young people to qualifications, good practices should be promoted, demonstrating that crafts can be profitable and provide a good living.
- Scholarships, loans, and other forms of student support can motivate enrollment.
- Recruitment activities should begin already in primary school.

8. Limited Knowledge of Procedures for Introducing New Programs

- While some employers have participated in working groups for program development, most are not familiar with the procedures for introducing qualification programs in crafts.
- Employers recognize the impact of rapid technological change on crafts but believe that instead of introducing entirely new qualifications, existing ones should be continuously revised and updated.

9. Experience with Non-Formal Education Programs

- Some employers have experience in designing special programs for adult education and for obtaining qualifications through non-formal means.
- The biggest challenge is finding genuinely interested participants who will follow a career path aligned with the qualification they obtain.

10. Information Needs

- Employers do not feel a strong need for more information on whether to introduce or change qualifications, but they do want updates related to their own qualification and innovations at local, regional, and international levels.
- Participation in competitions, fairs, and other events is often used as a source of such information.

5.3. Identified Weaknesses from the Semi-Structured Interview with Civil Society Organization Representatives

Representatives from civil society organizations (CSOs) provided the following observations and insights regarding qualifications in crafts and social entrepreneurship:

1. **Knowledge of Procedures**
 - CSO representatives are more familiar with procedures for initiating and implementing programs for non-formal acquisition of qualifications, but have less knowledge of procedures for obtaining qualifications within formal education.
2. **Lack of Mechanisms to Assess Skills Relevance**
 - They do not have mechanisms to determine whether the skills acquired by students in qualification programs meet employers' expectations.
3. **Experience in Youth Employment and Engagement**
 - Within their organizations, they have experience in hiring and engaging young people, which could serve as a model of good practice for social entrepreneurship.
4. **Low Public Awareness of Social Entrepreneurship**
 - The term "social entrepreneurship" is not well known or recognized by the wider public.
 - More work is needed on promoting the concept and highlighting good practices.
 - Although there have been two attempts to adopt a dedicated Law on Social Entrepreneurship, it has not yet been passed. This may be one reason why the term and concept are not sufficiently familiar to the public.
 - Adoption of the announced Law on Social Entrepreneurship would help regulate this field, provide a new impetus for its development, and encourage greater youth involvement.
5. **Insufficient Inclusion in Educational Programs**
 - Social entrepreneurship is insufficiently represented in the "Business" and "Business and Entrepreneurship" subjects (including green entrepreneurship) taught in qualification programs in formal vocational education.
 - A dedicated subject on social entrepreneurship could be introduced as a self-employment pathway, or a special module could be integrated into existing "Business" or "Entrepreneurship and Business" subjects to cover the topic in depth.
6. **Readiness to Contribute**
 - CSO representatives unanimously expressed their willingness to participate in strengthening social entrepreneurship and in developing skills among young people who are acquiring qualifications in formal education.

6. CONCLUSIONS FROM THE RESEARCH

The results of the research revealed both the strengths and weaknesses of the entire system for providing qualifications acquired through formal and non-formal education. The following section of the report presents the conclusions drawn from the research findings, which are important for defining future activities aimed at improving vocational education in which qualifications are obtained through both formal and non-formal education.

6.1. Conclusions from the Field Research

- **Teaching Space and Equipment**
The teaching space, technical-technological equipment, and teaching materials of providers of qualification programs can generally be assessed as satisfactory. However, certain schools, regional centers, and institutions have expressed a need for expansion or adaptation of the teaching space. Programs require specific equipment and teaching aids, which must be procured if the provider does not already have them, or if they are needed for the introduction of new programs.
- **Quality of Teaching and Support Staff**
The quality of teaching and other staff available to providers is rated as very good to excellent. Most schools/centers/institutions need to involve company experts in program delivery and require training in areas such as andragogy, specialized subjects, and modularization of programs. Some institutions also need additional staffing for program delivery and technical support staff for workshop/laboratory maintenance.
- **Expectations from Program Implementation**
Most providers have positive expectations regarding the implementation of qualification programs, and the majority have already introduced or plan to introduce such programs. For those with a negative stance, it is necessary to determine whether they have sufficient information on the benefits of such programs and to present good practices to motivate their adoption.
- **Quality of Skills Acquired**
The quality of skills students acquire through existing programs is rated as good. It is necessary to cross-reference these results with employers' evaluations of graduates with craft qualifications.
- **Readiness for Entrepreneurship**
Students/participants who complete qualification programs are not fully prepared to start their own business and generally require additional workplace training.
- **Practical Training Delivery**
Practical training is usually delivered in a combination of school/institution and company settings, with fewer cases of training delivered exclusively in companies or schools. According to the new VET concept, practical training should not be delivered solely in schools—especially for craft qualifications.
- **Experience in Program Development**
Many respondents have previously participated in the development of craft qualification programs.
- **Procedural Challenges**
The procedures for introducing new programs are rated as efficient, but some respondents consider them too time-consuming and bureaucratic. Opportunities to simplify these procedures and shorten the approval timeline should be explored.
- **Key Challenges in Program Development**
The most significant challenge identified is the very low interest among potential students/participants. Other important challenges include lack of external financial support for providers, low employer interest, and procedural requirements for launching new programs.
- **Sources of Information on Program Needs**
Most providers obtain information on qualification program needs from the Employment Agency of North Macedonia (AVRSM) and from potential students/participants and employers. A system for tracking current and predicting future qualification needs should be established.
- **Employer Participation**
Companies generally have the spatial and technical capacity to participate in program delivery but are largely uninterested. An analysis should be conducted to understand the reasons for this disinterest and to propose measures to increase employer involvement.
- **Perceptions of Employer Interest**
Perceptions of employer interest vary—from those who believe employers are engaged and

satisfied with qualifications to those who think employers are uninterested. Notably, some employers express readiness to invest in programs, while others seek shorter timeframes for obtaining a qualification certificate/diploma. This requires analysis of program duration and further exploration of how providers can access accurate information on employer interest.

- **Support Needed for Program Introduction**

Schools, regional centers, and institutions require support for introducing qualification programs. The most requested support includes external investment in school workshop equipment to ensure a high standard of work-based learning for students/participants, greater program promotion, and guaranteed employment opportunities for graduates.

6.2. Conclusions from the Semi-Structured Interviews with Craft Employers

- Students/participants in the programs develop better work skills when they are mentored by master craftsmen during practical training at the employer's premises. Master craftsmen who mentor students should receive adequate support.
- The number of general education subjects should be reduced in favor of increasing practical training hours.
- The introduction of dual education has significantly improved the skills of craft qualification holders.
- Students who have completed craft qualifications are not fully prepared to start their own business and require at least several years of work experience. They may start their own business, but they need advisory support from experienced masters or from self-employment support programs.
- Craft employers are not familiar with the content of craft qualification programs in the area of social entrepreneurship.
- There should be greater employer involvement in the development of programs, as well as training for employers on how to design qualification programs.
- Employers are willing to support students who are genuinely motivated to achieve the competencies required for their qualification, with financial support increasing as students progress through their years of education. It is important to ensure that students mentored by employers remain employed with them after completing their education.
- To encourage young people to choose qualifications, good practices should be promoted to demonstrate that crafts can be profitable and provide a good standard of living. Support measures such as scholarships and loans for enrolled students would motivate more young people to choose these qualifications.
- Employers are not sufficiently familiar with the procedures for introducing new programs, although some have participated in working groups for program development. Some employers also have experience in creating special adult education programs and awarding qualifications through non-formal education. The main challenge is finding genuinely interested participants who will pursue a career in line with the qualification acquired through non-formal education.
- Employers do not feel a strong need for more information on the demand for introducing or changing programs but are interested in receiving information related to their own qualification and innovations at the local, regional, and international levels. Craft employers welcome the project's

initiative to organize a skills fair and competition for vocational education and training students and expressed their support for it.

- Employers propose extending the verification period for special adult education programs from three (3) to five (5) years.

6.3. Conclusions from Semi-Structured Interviews with Civil Society Organization Representatives

- Representatives of civil society organizations (CSOs) are more familiar with the procedures for initiating and implementing programs for the non-formal acquisition of qualifications, and less familiar with the procedures for acquiring qualifications in formal education.

- They do not have mechanisms in place to ensure information on whether the skills acquired by students in qualification programs meet the expectations of employers.

- Within their NGOs, they have experience in employing and engaging young people, which could serve as a model of good practice for social entrepreneurship.

- Social entrepreneurship is not sufficiently known as a term and is not recognized by the wider public. Therefore, more efforts are needed to promote and highlight good practices. Although there have been two attempts in recent years to adopt a specific Law on Social Entrepreneurship, it has not been passed. This may explain why the term and concept of “social entrepreneurship” remain unfamiliar to the broader public. The adoption of the announced Law on Social Entrepreneurship would regulate the field, give new impetus to its development, and foster greater involvement of young people in this area of economic growth.

- Social entrepreneurship is insufficiently represented in the subjects “Business” and “Business and Entrepreneurship” (including green entrepreneurship) taught within qualification programs in formal vocational education.

- It is necessary to either introduce a dedicated subject on social entrepreneurship or incorporate a specific module on the topic into existing “Business” or “Entrepreneurship and Business” courses.

- CSO representatives are unanimous in their intention to participate in strengthening social entrepreneurship and in developing skills among young people pursuing qualifications within formal education.

- .

7. GUIDELINES FOR FUTURE ACTIVITIES

Based on the analysis of the research results, the following guidelines should serve policy makers in vocational education and training (VET) and educational institutions to establish effective mechanisms and tools that will support decision-making for improving the employability of students/participants who have completed qualifications in crafts. They should also encourage cooperation between education and the labor market, adapt curricula to the needs of the craft sector, and ensure the inclusion of **social entrepreneurship** as an option for self-employment upon graduation.

According to the findings and conclusions from the *Assessment Report on Skills Matching and Evaluation of Social Entrepreneurship in Qualifications*, the following guidelines for future activities arise:

Conclusions from the research:

1. **Insufficient preparedness of students** – Graduates of craft qualifications are often not fully prepared for direct entry into the labor market or for starting their own business.
2. **Limited presence of social entrepreneurship** – Curricula have minimal integration of social entrepreneurship, limiting the development of self-employment skills.
3. **Capacities and resources** – Despite good spatial and technical capacities, there is a need for regular modernization of equipment and teaching resources to improve student preparedness.
4. **Practical training** – Practical training is only partially integrated and often does not follow the new VET concept, which requires greater company involvement.
5. **Insufficient cooperation with employers** – Employers are not sufficiently informed about the programs, and there is a lack of mechanisms for their active participation in the educational process.
6. **Weak promotion of craft qualifications** – Limited public awareness about the opportunities in crafts and social entrepreneurship results in low interest among youth.
7. **Curricula not fully aligned with labor market needs** – There is a gap between the skills acquired and those demanded by employers.

Recommendations:

Strengthen the capacities of craft qualification providers through:

Expansion and adaptation of teaching premises;

Procurement of technical-technological equipment, specialized workshop equipment, and teaching aids, especially when introducing new programs;

Staffing with qualified teaching and support personnel (teachers, practical training instructors, career advisors, demonstrators, lab technicians, workshop managers, maintenance staff), and involving company experts in program delivery;

Training of teaching and other staff in specialized subjects, andragogy, and program modularization.

8. **Promote programs** by raising awareness of the benefits of craft qualifications, sharing best practices from schools already implementing them, and introducing measures to motivate high school students and unemployed individuals to enroll. Promotion should also aim to increase employer interest in hiring graduates of craft qualifications.

Analyze and address gaps in self-employment readiness by identifying reasons for insufficient preparedness and integrating interventions into programs to improve entrepreneurial skills.

Simplify administrative procedures for program adoption and reduce approval timelines.

Establish a system for monitoring current and forecasting future qualification needs in the labor market.

Analyze reasons for low employer participation in program delivery and propose measures to increase their involvement.

Support schools/regional VET centers/institutions in introducing new programs through investment in workshop equipment, stronger promotion, and ensuring employment opportunities for graduates.

Explore opportunities for employer investment in programs and assess the feasibility of shortening the time required to obtain a qualification diploma/certificate.

Increase the involvement of master craftsmen as mentors in practical training at companies and ensure they are appropriately compensated for their mentorship work.

Consider reducing general education hours in favor of increasing hours for practical training in qualifications, and develop models for greater participation of minor students in practical training beyond the defined curriculum hours.

Implement the dual education model in the delivery of qualification programs.

Involve craft employers in organizing and supporting skills fairs and competitions for VET students.

Strengthen cooperation between employers and program providers, and develop mechanisms to ensure that employers who have invested in training future workers are not disadvantaged by losing them to non-contributing employers.

Adopt a Law on Social Entrepreneurship to regulate this sector, stimulate its growth, and increase youth participation in this area of economic development.

Introduce a dedicated subject on social entrepreneurship in qualification curricula, or integrate a dedicated module into existing subjects such as Business or Entrepreneurship and Business, including youth entrepreneurship development. Representatives from civil society organizations with experience in social entrepreneurship should be involved in the development of these programs.

8. REFERENCES

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APPENDICES

Appendix No. 1

QUESTIONNAIRE

For Providers of Craft Qualifications Delivered Through Formal and Non-Formal Vocational Education

Purpose: To identify specific skill gaps among students in vocational education and training (VET), with a focus on craft qualifications, and to provide recommendations for strengthening skills within the VET system.

Instructions for Completing the Questionnaire:

For the purposes of the project "**Youth Empower: Building Skills, Creating Futures**", we kindly ask you to participate in this survey, which aims to assess the extent to which skills and social entrepreneurship are integrated into the qualifications acquired in schools, regional centres for vocational education and training, institutions, and civil society organizations that deliver qualification programs in the field of crafts.

We would be grateful if you could answer each question to the best of your knowledge so that we can prepare a comprehensive report identifying the specific skill gaps among students enrolled in qualification programs in crafts. Based on this, recommendations will be made to strengthen the identified weaknesses within the VET system.

There are no right or wrong answers in this questionnaire. All responses, suggestions, and reflections you provide will be accepted with goodwill for further analysis.

The questions include both **closed-ended and open-ended types**:

- **Closed-ended questions** should be answered by circling/clicking the symbol in front of the option you find most appropriate as an answer to the question, or by bolding the entire statement. Only one answer should be circled/clicked unless the question specifies that more than one option can be selected.
- **Open-ended questions** should be answered in the lines provided below the question, or by entering the text that you believe is the most appropriate answer.

Skopje, 2024

QUESTIONNAIRE

for collecting data to assess the extent to which skills and social entrepreneurship are integrated into craft-related qualifications acquired in schools, regional centres, institutions, and civil society organizations.

I. IDENTIFICATION DATA FOR PROVIDERS OF CRAFT-RELATED QUALIFICATION PROGRAMMES IN FORMAL AND NON-FORMAL VOCATIONAL EDUCATION

Name of secondary vocational school / Regional centre / Institution / Civil society organization::

City / Municipality: _____

Official Telephone: _____ E-mail: _____

II. Scope and Capacity Status of Providers of Vocational Qualifications in Craftsmanship

1. Which of the qualifications listed in the Footnote, or similar craftsmanship qualifications, are implemented in your school/regional center/institution/civil society organization, and what is the number of enrolled students in the programs?

a) Craftsmanship qualifications acquired through formal education:

| Field / Sector | Educational Profile / Qualification from Formal Education | Number of Enrolled Students in Craft Qualifications Programs by Academic Year | | |
|----------------|---|---|-----------|-----------|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

b) Craft Qualifications Acquired Through Special Adult Education Programs in Non-Formal Education:

| Field / Sector | Educational Profile / Qualification from Formal Education | Number of Enrolled Students in Craft Qualifications Programs by Academic Year | | |
|----------------|---|---|-----------|-----------|
| | | 2021/2022 | 2022/2023 | 2023/2024 |
| | | | | |
| | | | | |
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|--|--|--|--|--|
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| | | | | |

2. How do you assess the teaching facilities at your school/regional center/institution/civil society organization for the implementation of craft qualification programs?

- Excellent
- very good
- average
- poor

3. Please select which changes would be necessary to improve the teaching space for implementing the craft qualification programs:

- expansion of teaching space
- adaptation of the existing teaching space
- the existing teaching space is good and no improvement is needed

4. How do you assess the equipment (technical-technological) in your school/regional center/institution/civil society organization for implementing the craft qualification programs?

- excellent
- very good
- average
- poor

5. How do you assess the teaching aids and materials in your school/regional center/institution/civil society organization for implementing the craft qualification programs?

- excellent
- very good
- average
- poor

6. Please select what would be needed to improve the implementation of the craft qualification programs (multiple answers possible):

- investment for purchasing teaching aids and materials
- investment in technical-technological equipment
- investment in specific equipment for workshops for practical training and exercises
- improvement of existing craft qualification programs
- reform of craft qualification programs
- no need for procurement of technical-technological equipment, teaching aids, or specific workshop equipment for practical training and exercises
- other: _____

7. How do you assess the existing teaching staff in terms of implementing craft qualification programs in your school/regional center/institution/civil society organization?

- excellent
- very good
- average
- poor

8. Please indicate the priority needs for additional staffing or training of teaching staff for implementing craft qualification programs (multiple answers possible):

- complete staffing of teaching staff for implementing craft qualification programs
- partial staffing of teaching staff for implementing craft qualification programs
- training of teaching staff in the field of andragogy
- training of teaching staff in modularization of programs
- training of teaching staff in specialized subjects
- no need for training of teaching staff for implementing craft qualification programs

- no need for additional teaching staff for craft qualification programs
9. How do you assess the capacity of practical training instructors in your school/regional center/institution/civil society organization for implementing craft qualification programs?
- excellent
 - very good
 - average
 - poor
10. Please indicate the priority needs for staffing or training the existing practical training instructors for implementing craft qualification programs:
- complete staffing with practical training instructors
 - partial staffing with practical training instructors
 - inclusion of experts from companies in implementing craft qualification programs
 - training of practical training instructors in the field of andragogy
 - training of practical training instructors in the field of modularization of programs
 - training of practical training instructors for specialized subjects
 - no need for practical training instructors
 - no need for training of practical training instructors
11. How do you assess the capacity of career counselors and/or psychologists (professional associates) in your school/regional center/institution/civil society organization for implementing craft qualification programs?
- excellent
 - very good
 - average
 - poor
12. How do you assess the capacities of associates in practical training: demonstrators, laboratory assistants, workshop managers, and others for implementing craft qualification programs?
- excellent
 - very good
 - average
 - poor
13. Please indicate the priority needs for staffing or training associates in practical training: demonstrators, laboratory assistants, workshop managers, and others for implementing craft qualification programs:
- complete staffing of personnel for implementing craft qualification programs in workshops/laboratories
 - partial staffing of personnel for implementing craft qualification programs in workshops/laboratories
 - no need for additional personnel for workshops/laboratories
14. How do you assess the capacities of auxiliary technical staff for maintaining the workshop/laboratory in your school/regional center/institution/civil society organization for implementing craft qualification programs?
- excellent
 - very good
 - average
 - poor
15. Please indicate the priority needs for staffing or training auxiliary technical staff for maintaining the workshop/laboratory for implementing craft qualification programs:
- complete staffing of auxiliary technical staff for maintaining workshops/laboratories
 - partial staffing of auxiliary technical staff for maintaining workshops/laboratories
 - no need for auxiliary technical staff for maintaining workshops/laboratories
16. What benefits does your school/regional center/institution/civil society organization have from implementing craft qualification programs? (multiple answers possible)
- providing additional teaching hours for teachers

- providing additional engagement for other staff in the school/regional center/institution/civil society organization
- providing additional income for the school/regional center/institution/civil society organization
- increasing the attractiveness of the school/regional center/institution/civil society organization
- attracting more regular students and participants in special adult education programs in the school/regional center/institution/civil society organization
- better cooperation with companies
- we see no benefits
- other (please specify): _____

17. Do you see the implementation of craft qualification programs as a weakness for the school/regional center/institution/civil society organization due to: (multiple answers possible)

- increased workload for teachers
- reorganization of the usual plan for implementing the educational process
- faster depreciation of equipment
- different approach required for working with adult students/participants
- we see no weaknesses
- other (please specify): _____

18. Do you intend to introduce new craft qualification programs / increase the number of existing craft qualification programs in the future?

- Yes
- No

If Yes, go to question 22.

If No, please state the reasons for your answer (multiple answers possible):

- no expressed need from the local labor market for the craft qualification programs offered by the school/regional center/institution/civil society organization
- insufficient potential students/participants in the region for participation in craft qualification programs
- no interest in new craft qualification programs from companies
- the school/regional center/institution/civil society organization has insufficient spatial capacity to accommodate more students/participants
- the school/regional center/institution/civil society organization has insufficient teaching staff to introduce new craft qualification programs/increase the number of craft qualification programs
- other (please specify): _____

III. ASSESSMENT OF THE CURRENT SITUATION WITH CRAFT QUALIFICATION PROGRAMS

17. How do you assess the quality of skills acquired by students through the existing craft qualification programs?

- excellent
- very good
- average
- poor

18. What are the most important conditions for acquiring skills that meet the needs of the labor market? (multiple answers possible)

- quality of the qualification acquisition programs
- conditions for implementation of the qualification acquisition programs
- quality of teaching staff for implementing the qualification acquisition programs
- conditions for implementation of practical training/lessons
- motivation of students/participants to enroll in the qualification acquisition programs

- motivation of students/participants for employment opportunities after completion of the qualification acquisition programs
- other (please specify): _____

19. Are you familiar with the content on social entrepreneurship within the modules/modular units in craft qualification programs?

- Yes
- No

If Yes, please indicate your opinion on whether the social entrepreneurship content is:

- sufficiently represented
- insufficiently represented
- I do not have enough information about the extent of representation

20. What is your opinion about the readiness of students/participants to start their own business after completing a craft qualification program?

- fully prepared
- partially prepared
- not prepared at all

21. Where is the practical training for students/participants in the current craft qualification programs organized?

- at school
- in companies
- combined, at school and in companies

22. Have you participated in the development of craft qualification programs so far?

- Yes
- No

23. Is the current procedure for introducing new craft qualification programs effective for you as an education provider?

- Yes
- No

If No, please indicate why (multiple answers possible):

- takes too much time
- too complicated
- too bureaucratic
- other reasons (please specify): _____

24. In your view, what are the main challenges in developing and delivering craft qualification programs? (multiple answers possible)

- lack of external financial support for the school/regional center/institution/CSO to provide craft qualification programs
- no or very little interest from employers in craft qualification programs
- no or very little interest from potential students/participants in craft qualification programs
- current procedures and arrangements necessary for starting a new craft qualification program take too much time
- other (please specify): _____

25. In your opinion, who should participate in financing the school/regional center/institution/CSO to ensure conditions for implementing craft qualification programs? (multiple answers possible)

- students/participants in craft qualification programs
- employers/companies
- local self-government
- Ministry of Labor and Social Policy

- Ministry of Education and Science
- projects
- other sources (please specify): _____

26. You obtain information about the needs for craft qualification programs from: (multiple answers possible)

- potential students/participants in craft qualification programs
- employers/companies
- Economic and Social Council at the local self-government
- Employment Agency
- other sources (please specify): _____

27. How do you assess the spatial and technical capacities and the interest of companies to participate in the implementation of craft qualification programs? (multiple answers possible)

- companies have spatial and technical capacities and are interested in participating in the implementation of craft qualification programs
- companies have spatial and technical capacities but are not interested in participating in the implementation of craft qualification programs
- companies can partially provide spatial and technical capacities for participation in the implementation of craft qualification programs
- companies do not have spatial and technical capacities for participation in the implementation of craft qualification programs
- other (please specify): _____

• VI. IMPROVEMENT AND PROMOTION OF CRAFT QUALIFICATION PROGRAMS

28. Do you have regular access to information about potential labor market demand for craft qualifications?

- Yes
- No

29. In your opinion, what is the level of interest of employers in craft qualification programs? (multiple answers possible)

- they express a need for these programs
- they express satisfaction with the skills and competencies acquired through craft qualification programs
- they express willingness to invest in craft qualification programs
- they express a need for shorter duration to obtain a diploma/certificate for craft qualifications
- they are not interested in craft qualification programs
- I have no information about their interest

30. In your opinion, what is the employers' perception of craft qualification programs provided by schools/regional centers/institutions/CSOs?

- students/participants who completed craft qualification programs are very well trained and ready for employment
- students/participants who completed craft qualification programs are not sufficiently trained for employment and need additional on-the-job training
- I do not know the employers' perception regarding the professional quality of students/participants who completed craft qualification programs
- other (please specify): _____

31. In your opinion, what other support would schools/regional centers/institutions/CSOs need to introduce craft qualification programs? (multiple answers possible)

- promotion of craft qualification programs to increase attractiveness

- provision of equipment for implementing craft qualification programs
- cooperation with companies to ensure a high standard of work-based learning for students/participants in craft qualification programs
- external investment in school workshop equipment to ensure a high standard of work-based learning for students/participants in craft qualification programs
- changes in relevant legislation regulating the introduction of craft qualification programs
- ensured employment of graduates from craft qualification programs
- other (please specify): _____

The questionnaire was completed by:

Name, surname, position:

1. _____
 2. _____
 3. _____
-

Thank you for your cooperation.

Annex No. 2

PROTOCOL
 FOR SEMI-STRUCTURED INTERVIEWS WITH EMPLOYERS–CRAFTSMEN AND CIVIL
 SOCIETY ORGANIZATIONS

The **Chamber of Crafts Skopje**, together with its partners — the **Association of Small and Medium-sized Enterprises of Macedonia** and the **Citizens’ Association AMPERSAND Skopje – Center for Skills and Competence Development** — has started implementing the project “**Youth Empower: Building Skills, Creating Futures.**”

The main goal of the project is to equip young people with crucial vocational skills, knowledge, and perspectives, encouraging their ability to actively engage in employment, self-employment, and social entrepreneurial endeavors.

Within the project, **Activity A1.1.1.** foresees a **study on skills matching and evaluation of social entrepreneurship** in schools and civil society organizations for vocational education and training (VET), focusing on qualifications in the crafts sector. Based on the research, guidelines will be provided to bridge the gap between weaknesses in existing craft-related qualifications acquired through VET and to improve them in line with the needs of the crafts sector.

This research, in addition to assessing the adequacy of VET programs, examines the relevance of practical training and the alignment of existing qualifications with real labor market needs in the field of crafts. It also evaluates the readiness of schools to teach **social entrepreneurship** as an option for self-employment after completion of secondary or post-secondary education.

The aim is to gather detailed statistical and qualitative insights to identify **specific skill gaps** among students/participants who have completed craft qualification programs. In addition, semi-structured interviews will be conducted with representatives of **civil society organizations (CSOs)**, who will contribute to addressing skill gaps in craft qualifications — including vocational, entrepreneurial, and social entrepreneurial skills — and propose ways to strengthen them within the

VET system, as well as promote sustainable socio-economic progress and strengthen the role of youth in broader community development.

To explore the views of employers and CSOs on the current state of skills in craft qualifications, semi-structured interviews will be conducted with **7 to 10 craftsmen**. In addition, interviews will be held with **5 to 7 representatives of CSOs**.

During the interviews, questions will also address the legal framework, current procedures for initiating and implementing craft qualification programs.

The interviews will be conducted by **Branko Aleksovski**, Local Non-Key Expert for Secondary Education Program Development, **Sirma Ilijoska Trifunovska**, Project Assistant, and **Elena Ljamova**, Project Expert. Other project representatives may also join the process. The interviews will take place in the **first half of September 2024**, and the results will form part of the **Assessment Report on Skills Matching and Social Entrepreneurship Evaluation in Schools**.

I. QUESTIONS FOR EMPLOYERS – CRAFTSMEN

➤ Current State of Craft Qualification Programs

1. What is your opinion on the alignment between the skills of students/participants who have completed formal or non-formal craft qualification programs and the skills required by employers?

2. What is your perception of the readiness of students/participants who have completed craft qualification programs to directly join the production/service process in your company?

3. How do you view the preparedness of students/participants who have completed craft qualification programs to start their own business?

4. Are you familiar with the content of social entrepreneurship in craft qualification programs?

➤ Improving and Promoting Craft Qualification Programs

5. What should be changed in the qualification programs in your field to improve the skills of young people?

6. What contribution could you make to the implementation of qualification programs in your domain?

7. What is your experience in mentoring students/participants in qualification programs in your area?

8. How do you view the possibility of financially supporting students/participants in the qualification programs you are interested in?

9. What benefits could you gain from cooperation with schools and other craft qualification program providers?

10. What would be your top three priorities to encourage young people to choose craft qualifications?

11. How can young people be supported to start their own business after completing a craft qualification program?

➤ Need for Introducing New Craft Qualification Programs

12. Are you familiar with the procedures for introducing craft qualification programs, and what are your suggestions for improving the process?
13. Do you have specific requests for introducing new qualifications in your sector?
14. What are your experiences in developing craft qualification programs, whether acquired through formal or non-formal education?
15. How do you obtain information on the potential labor market demand for craft qualifications?
16. Do you need more information on the need for introducing or modifying craft qualification programs?
17. Is there anything we did not ask, but you would like to share regarding craft qualifications?

II. QUESTIONS FOR CIVIL SOCIETY ORGANIZATIONS:

➤ Current State of Craft Qualification Programs

1. As a CSO representative, how familiar are you with the current procedures for starting and implementing craft qualification programs in formal and non-formal education?
2. How do you obtain information on the matching/mismatching of skills among students/participants who have completed craft qualification programs with the needs of employers?
3. Based on your information, what is the perception of employers regarding the craft qualification programs offered by schools/regional centers/institutions?
4. Are you aware of good practices in social entrepreneurship that could serve as a model for the design and implementation of craft qualification programs?

➤ Suggestions for Improving Craft Qualification Programs

5. How can existing qualifications be aligned with the real needs for qualifications in the crafts sector?
6. How can entrepreneurial and social entrepreneurial skills be strengthened within the VET system?
7. Your suggestions for promoting sustainable socio-economic progress and strengthening the role of youth in broader community development.
8. How can the inclusion of social entrepreneurship be improved as one of the conditions for self-employment after completing secondary or post-secondary education?

9. How do you see your role in contributing to addressing skill gaps in craft qualifications?
10. Is there anything we did not ask, but you would like to share regarding craft qualifications, with a focus on social entrepreneurship?.

Annex No. 3

Representation of Craftsmanship Programs Acquired Through Formal and Non-Formal Education and Number of Enrolled Students/Participants in the Last Three Academic Years

a) Representation of Craftsmanship Programs Acquired Through Formal and Non-Formal Education and Number of Enrolled Students/Participants in the Last Three Academic Years:

| Secondary Vocational Schools Implementing Craftsmanship Qualification Programs | Field/Sector | Educational Profile / Qualification | Number of Enrolled Students/Participants in Craft Programs in the Academic Years | | |
|--|------------------------------|---|--|----------------|----------------|
| | | | 2021/2022 2 | 2022/2023 3 | 2023/2024 4 |
| 1. SUGS EMUC "8th September" Skopje/Gazi Baba | Mechanical | Welder | 10 | 5 | / |
| | | Metal Processor | 6 | / | / |
| | | Pipe Installer | 6 | 9 | 16 |
| | | Heating and Air Conditioning Installer | 18 | 19 | 19 |
| Total Enrolled Students | | | 40 | 33 | 35 |
| 2. SUGS "Georgi Dimitrov" Skopje | Forestry and Wood Processing | Furniture and Interior Technician / Landscape Design Technician | 76 | 58 | 63 |
| | | Carpenter | 6 | 6 | 10 |
| | | Total Enrolled Students | 82 | 64 | 73 |
| 3. SOU "Kocho Racin" Sveti Nikole | / | / | / | / | / |
| | Total Enrolled Students | | | / | / |

| | | | | | |
|---|---------------------------------|---|-----|-----|-----|
| 4. SUGS “Dimitar Vlahov” Skopje – Aerodrom | / | | / | / | / |
| | Total Enrolled Students | | / | / | / |
| 5. SUGS “Maria Curie-Sklodowska” Skopje | Personal Services | Optical Technician | 61 | 49 | 63 |
| | Total Enrolled Students | | 61 | 49 | 63 |
| 6. SUGS “Shaip Jusuf” Skopje, Shuto Orizari | Personal Services | Hairdressers | 81 | 77 | 80 |
| | Total Enrolled Students | | 81 | 77 | 80 |
| 7. SUGS EMUC “8th September” Skopje / Gazi Baba | Mechanical | Welder | 10 | 5 | / |
| | | Metal Processor | 6 | / | / |
| | | Pipe Installer | 6 | 9 | 16 |
| | | Heating and Air Conditioning Installer | 18 | 19 | 19 |
| 8. RCVET “Moshja Pijade” Tetovo | Mechanical | Auto Mechanic | 57 | 45 | 46 |
| | | Heating and Air Conditioning Installer | 0 | 9 | 25 |
| | Electrical Engineering | Electrician | 33 | 28 | 32 |
| | Total Enrolled Students | | 90 | 82 | 103 |
| 9. RCVET “Moshja Pijade” Tetovo | Mechanical Engineering | Motorcycle and Motor Vehicle Technician | / | 387 | 386 |
| | Traffic, Transport, and Storage | Transport and Freight Forwarding Technician | / | 197 | 192 |
| | Electrical Engineering | Electrician | / | 31 | 33 |
| | Total Enrolled Students | | / | 615 | 611 |
| Total Enrolled Participants in Craftsmanship Programs in Formal Education | | | 378 | 933 | 982 |

b) Craftsmanship Qualifications Acquired through Non-Formal Education:

| Verified Adult Education Institutions | Field/Sector | Educational Profile/Qualification | Number of Enrolled Students in Craftsmanship Programs per Academic Year | | |
|--|-------------------------|--|---|-----------|-----------|
| | | | 2021/2022 | 2022/2023 | 2023/2024 |
| 1. Open Civic University for Lifelong Learning “Gostivar” – Gostivar | Food Industry | Pastry Products Preparer | 22 | 30 | 10 |
| | Personal Services | Hairdresser for Women and Men | 6 | / | / |
| | Total Enrolled Students | | 28 | 30 | 10 |
| 2. Private Educational Institution Open Civic University for Lifelong Learning | Mechanical | Heating and Air Conditioning Installer | 8 | 2 | 5 |
| | | Bodywork Mechanic | 10 | 5 | 5 |
| | | Plumber | 9 | 16 | 13 |
| | | Welder | 34 | 14 | 6 |
| | | Pipework Installer | 6 | / | / |
| | | Auto Electrician | 4 | 3 | 1 |

| | | | | | |
|--|--------------------------|-------------------------------|-----|-----|-----|
| “Vancho Prke” – Shtip | Electrical | Electrician | 27 | 25 | 29 |
| | | Electromechanic | 1 | / | / |
| | Food Industry | Pastry Chef | 4 | 5 | 2 |
| | | Baker | 3 | 9 | 10 |
| | Textile | Garment Maker | 1 | 3 | 5 |
| | Beauty Services | Hand and Foot Care Specialist | 5 | 8 | 8 |
| | | Beauty Care Technician | 24 | 11 | 8 |
| | | Hairdresser | 26 | 20 | 34 |
| | Construction | Tiler | 10 | 15 | 12 |
| | | Glazier | / | 1 | 1 |
| | Agriculture | Florist | 1 | / | / |
| Gardener | | 1 | 2 | 3 | |
| Total Enrolled Students | | | 174 | 139 | 142 |
| 3. Open Civic University for Lifelong Learning “Kocho Racin” – Skopje / Centar | Personal Services | Beautician | 6 | 23 | 8 |
| | | Depilation Specialist | 3 | / | / |
| | | Hairdresser | 13 | 19 | 19 |
| | | Pedicurist/Manicurist | 7 | / | / |
| | | Decorative Manicurist | 2 | 29 | 10 |
| Total Enrolled Students | | | 31 | 71 | 37 |
| 4. SUGS “Georgi Dimitrov” – Skopje | Chemistry and Technology | Baker | / | 4 | / |
| | | Pastry Chef | / | 0 | / |
| | Total Enrolled Students | | | / | 4 |
| TOTAL ENROLLED PARTICIPANTS IN CRAFTSMANSHIP PROGRAMS IN NON-FORMAL EDUCATION | | | 233 | 244 | 189 |

| | | | |
|--|-----|-------|-------|
| TOTAL ENROLLED PARTICIPANTS IN CRAFTSMANSHIP PROGRAMS IN FORMAL AND NON-FORMAL EDUCATION | 611 | 1.177 | 1.171 |
|--|-----|-------|-------|

Total enrolled students in craftsmanship qualification programs in the last three academic years (2021/2022; 2022/2023; 2023/2024) – 2,959