



REPUBLIC OF MACEDONIA



Ministry of Education and
Science

Macedonian Qualifications Framework

18 March 2015

Chamber of Commerce, Skopje



What MQF represents

- Unique, complete and systematically arranged **structure** for developing, classifying, comparing and recognizing the acquired qualifications, obtained via a formal, as well as non-formal and informal way
- **Clear connection** between the different types and levels and a clear overview of the manner of acquiring the qualifications
- Center for **communication** among all the involved social stakeholders

What MQF represents

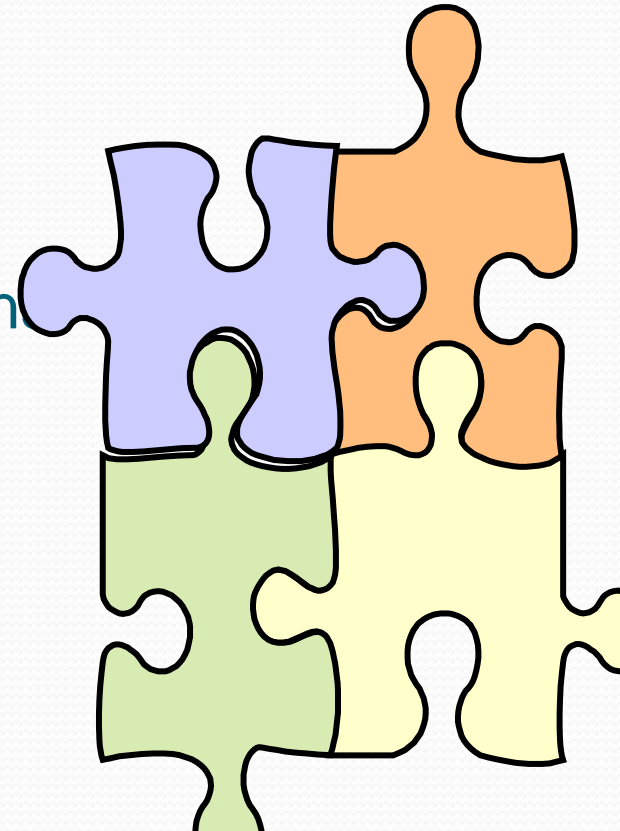
- **Realistic modeling** of the qualifications which reflect the labour market demands, the relevant skills and the socio-economic stability;
- **Vision** for creating new qualifications and
- Most efficient way for **reforms in the education and science system.**

Goals of the Macedonian Qualifications Framework

1. To make the qualifications clearer;
2. To alleviate the recognition of the learning outcomes;
3. To provide international recognition and approval of the qualifications;
4. To provide mobility of the participants and the work force on a national, regional and international level and
5. To create a unique system for quality control.

Macedonian Qualifications Framework

- Ministry of Education and Science
- Ministry of Labour and Social Policy
- Educational Institutions
- Employment Agency of R. Macedonia
- Chambers of Commerce
- Trade Chambers
- Organization of Employers
- Learner and Student Organization
- Associations
- Other Organizations



MQF Structure

- Levels – **eight levels**- close connection between the education and training and the labour market demand.
- Level descriptors – based on the learning outcomes.
 - knowledge and understanding,
 - skills and
 - competences (individuality, responsibility).
- Type of qualifications and documents for acquired qualifications
 - educational (diploma),
 - vocational (certificate).

MQF level		DESCRIPTORS	EQF level
VIII		III study cycle (Doctoral studies) (≥ 3 years, 180 ECTS)	8
VII	VIIA	II cycle academic studies (60/120 ECTS)	7
	VII B	II cycle vocational studies (60/120 ECTS)	
VI	VIA	I study cycle (240 ECTS)	6
	VIB	I study cycle (180 ECTS)	
V	VA	Vocational studies (60/120 ECTS) Short study cycle	5
	VB	Post-secondary education (60/120)	
IV		Secondary education, 4 years (240)	4
III		Secondary education, 3 years (180)	3
II		Vocational studies up to 2 years (60-120)	2
I		Elementary education, 9 years	1

Qualifications Sectors

- Qualifications are grouped into sectors.
- The qualifications sectors contain sub-sectors, areas and sub-areas.
- They are defined by the Sector Committees.

Qualifications Sectors

01	Геологија, рударство и металургија
02	Градежништво и геодезија
03	Графичарство
04	Економија, право и трговија
05	Електротехника
06	Здравство и социјална заштита
07	Земјоделство, рибарство и ветеринарство
08	Лични услуги
09	Машинство
10	Сообраќај, транспорт и складирање
11	Текстил, кожа и слични производи

12	Угостителство и туризам
13	Хемија и технологија
14	Шумарство и обработка на дрво
15	Спорт и рекреација
16	Образование
17	Хуманистички науки и уметности
18	Природни науки
19	Општествени науки
20	Информациска и комуникациска технологија
21	Интердисциплинарни подрачја

Qualifications volume

- The qualifications volume is determined by the number of **credits**
 - a measuring unit for valuing the work that the candidates need to do in order to achieve the goal (lectures, practical work, individual learning, work experience and demonstration of what they have learned in order to check the learning outcomes).
- One credit equals 25 hours of learning in elementary, secondary and non-formal education, whereas 30 hours in higher education.
- One school/academic year in formal education is 60 credits.

Qualifications volume

SYSTEM to alleviate the manner of recognizing, transferring and accumulating what the individual has learned which leads to qualifications :

- **ECVET** – European Credit System for Vocational Education and Training
- **ECTS** – European Credit Transfer and Accumulation System.

Process through which you can give value to the achieved learning outcomes from one system or institution while transferring them into another system or institution.

Bodies in charge of the MQF

Developing qualifications from I to V-B level:

- Vocational Education and Training Center;
- Adult Education Center;
- Bureau for Development of Education;

Developing qualifications from V-A to VIII level:

- higher education institutions.

Bodies in charge of the MQF

Sector Committees – revision of the existing and identifying the new qualifications

- Relevant ministry;
- Ministry of Education and Science;
- Employers (at the suggestion of the chambers);
- Representative associations of employers;
- Representatives from the representative associations of the sectors of the qualifications;
- Universities;
- Vocational Education and Training Center;
- Adult Education Center;
- Bureau for Development of Education;
- Body in charge of regulated profession (Chamber of Lawyers, Macedonian Chamber of Medicine, Chamber of Authorized Architects and Engineers, etc.).

They are formed by the MQF National Board.

Bodies in charge of the MQF

National Board- approval of qualifications

- Ministry of Education and Science;
 - Ministry of Labour and Social Policy;
 - Chambers;
 - Representative Associations of Employers;
 - Universities;
 - Vocational Education and Training Center;
 - Adult Education Center;
 - Bureau for Development of Education;
 - Representative Trade Union of Education, Science and Culture
- Formed by the Government of the Republic of Macedonia.

Registry of Qualifications

The approved qualifications are entered in special Registries of Qualifications.

- The Register of Vocational Qualifications to VB level is run by the Vocational Education and Training Center,
- The Register of Qualification in the non-formal education is run by the Adult Education Center,
- The Register of Qualifications for higher education qualifications is run by the Sector for Higher Education which is a part of the MES.

MQF Users

Employers and Chambers – they recognize the types of qualifications needed for employment;

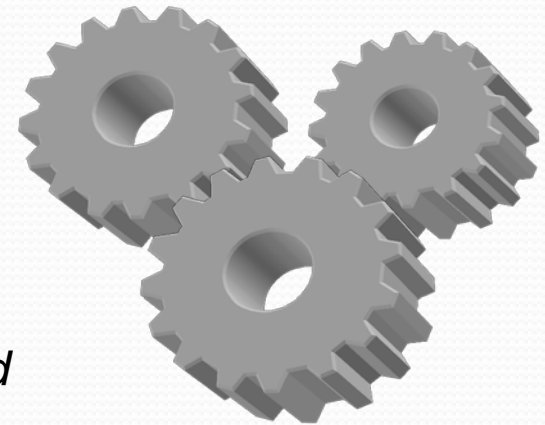
- *Companies*- improving the skills of their employees;
- *Employment Agency of RM*- to use the MQF qualifications;
- *Institutions that offer education, training and conduct assessment* which results in acquiring qualifications from the MQF.

MQF Users

- *Individuals*- to see the connection between the type and level of the qualification;
- *Qualification holders*- basis for international recognition;
- *Creators of Education Policies* and
- *The economy and society* - the MQF qualifications will be aligned with the socio-economic and cultural needs of the country.

Activities

- ✓ Working groups
- ✓ Public debates
- ✓ Adopting the document “MQF – starting bases” by the Government, April 2013
- ✓ Adopting the Law on NQF by the Assembly of the Republic of Macedonia, October 2013
- ✓ MQF referencing process
- ✓ Documents – *Catalogue and analysis of the existing qualifications*
 - *Qualifications development procedure*
 - *Methodology of including the existing and new qualifications into the MQF*
 - *Cooperation protocol between the interested parties involved in the MQF process*



Referencing/aligning the MQF with the EQF

- Motivation for development of the country, for conducting the MQF and a comparison with the other countries
- Overview of the realistic state of the national education system and the qualifications system
- Positive sides of the system
- Drawbacks and Challenges
- Vision for further activities
- Contribution for increasing the mutual trust among the interested parties

Structure of the Referencing Report

Summery

1. Introduction
2. **National Qualifications System**
3. **Referencing and self-affirmation process**
4. **National Qualifications Framework**
5. Meeting the criteria and EQG referencing procedures (10 criteria)
6. Meeting the criteria and higher education qualifications procedures in the process of self-certification (7 criteria and 6 procedures)
7. **System for validation of the non-formal and informal learning**
8. Challenges and future steps
9. Glossary
10. Acronyms
11. References
12. Annexes

Report for Referencing the NQF with the EQF

- Working group for preparation of the Report
(MES, VET Center, Universities, Vocational Schools BDE, SMI, SEC, Board for Higher Education Accreditation and Evaluation, Student Union, Employment Agency, NAEPPM, Organization of Employers and the Trade Chambers)
- Working meetings with representatives of institutions and presentations of the draft – Referencing Report
- Presentation of the first Draft – Referencing Report in front of the members of the EQF Advisory Group at the EU
- Approval by all the interested parties in the MQF process
- Presenting in front of the Advisory Group at the EU in Brussels

Future Activities

- Promoting and raising the awareness for the MQF
- Changes in the existing law regulations connected to the MQF
- Implementation of the Law on National Qualifications Framework
- Forming an MQF National Board
- Forming of Sector Committees
- Preparation of Register of Qualifications and bylaw acts
- Including the learning outcomes in the educational and specialized programs
- Developing new qualifications
- Continuing the activities for preparation of the Referencing Report
- Trainings with the employers for developing qualifications

Thank you for Your Attention

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