Twinning-project “Support to the Modernisation of the Education and Training System”
IV Component of IPA instrument” (MK/2007/IB/SO/03), Project funded by the European Union

Training strategy and action plan

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1. INTRODUCTION

The aim of this training strategy and action plan is to present, illuminate and put into logical, connected and structured framework the background arguments, findings and decisions which led to concrete action plan of trainings the staff in VET to implement reformed curricula for 2- and 3-year vocational education and training.

According to Work plan in Twinning project “the purpose of the training strategy is to establish what competences the teachers and head teachers from the VET schools and the Centre for Vocational Education and Training staff need for successful implementation of the reforms in two- and three-year VET. Therefore the main purpose of the training strategy is:

1. Teachers' personal and professional development: refreshing and updating professional knowledge, pedagogical knowledge, acquisition of new skills, development and introduction of new methods of teaching in individual branches
2. Improving the quality of education system through: encouraging interdisciplinary and team work, promoting innovation, project work, problem solving...
3. Integration of work and learning and integration into social environment: encouraging the co-operation of schools and enterprises, strengthening the linkage between the education and economic sector, facilitating the adaptability to social and cultural changes.
4. School management for implementation of the developed standards for vocational qualifications and reformed curricula for 2- and 3-year vocational education and training
5. Teachers for practical training
6. Centre for Vocational Education and Trainings’ staff training on modular approach.

Based on conducted training needs analyses findings (gaps, recommendations, conclusions) the training strategy and action plan will be developed with focus on the practical issues connected with implementation of the developed standards and reformed curricula for 2- and 3-year vocational education and training.

The following components of training strategy are proposed:

1. Review the current situation
2. Training objectives
3. Training needs based on training needs analysis
4. Training programmes for school management, VET teachers, and Centre for Vocational Education and Training staff
5. Action plan
6. Monitoring and evaluation of training and make the adjustments where necessary
The training strategy and action plan should be developed by establishing the working groups with short term experts and counsellors from the Centre for Vocational Education and Training.”

The preparation of this strategy and action plan has been based on a conversation with social partners, ministry for education and science and VET Centre advisors.

To prepare the document, we had following crucial steering materials:

- Concept for Vocational Training (2-years and 3-years programmes) and Methodology for development of Educational Programmes,
- Training needs analyses report (Skopje, June 2012),
- Work programme from the Twinning contract

2. NEW CONCEPTS IN VOCATIONAL EDUCATION AND TRAINING

To answer to guidelines in Concepts for Vocational Education (3-year Vocational Education) and in Concepts for Vocational Training (2-year Vocational Training) there have been done some changes in 3-year and 2-year Vocational Educational and Training programmes, which have been prepared in present Twinning projects. There are some crucial changes in the development of new curricula.

Social partnership

A reform of VET in Macedonia is based on social partnership as basic principle in planning, programming and implementing this education process. The key for implementation phase of new educational programmes is training for stakeholder in educational activity for his role in implementing education, for collaboration and for division of tasks and responsibility.

Outcome-based curricula

The approach used in curriculum development is outcome-based. Learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning.¹ Outcomes are defined from labour market and employment requirements by definition of standards for vocational qualifications. From curricula perspective this learning outcomes are intended learning results, it is what the students should be able to do at the end of a course. At all levels (state, school, teacher) the decisions about curriculum are driven by defined learning outcomes in to the standard for vocational qualifications. We can talk about shared responsibility among different partners and levels in the process of

¹ The shift to learning outcomes, CEDEFOP: 2008.
definition and delivery of a curriculum. In comparison with current situation schools and teachers (always together with social partners) should take more responsibility in planning and appropriate implementation of educational programmes.

One of characteristics of learning outcome approach is also focus on the student. This learner-centred approach is defined in contrast to traditional teacher-centred approach. The emphasis is on the shift from teaching to learning. This learning process should be driven by students’ interests, capacities and needs. In consequence, the teachers’ role is becoming more as guidance, mentoring that as instruction, the assessment becomes more formative and teaching methods more interactive to reinforce students participation in teaching and learning process. Teachers and mentors (in companies) have a higher degree of autonomy in planning activities and defining learning arrangements according to the needs and possibilities. These are characteristics of a new paradigm of constructivist model of teaching.

**Vocational qualification and employability**

New educational programmes are outcome-based and students have to be able to be doing their job for which they were educating. Beside the basic general knowledge they will have also suitable basic and specific professional competences. Specially basic competencies are not competences, typical for certain technology, tools or process, but the ability of teamwork, working with people, working habits, work responsibility and quality care – job socialization. This competences can be acquired in direct work process in real working environment. That is why the division of work between school and employers is important, expectations of employers and the achieved knowledge of students when coming to practical training have to be transparent. Furthermore, expectances of school and the contribution of practical training to professional qualification also have to be transparent. The partnership between school and employers has to be maintained, where anyone can take responsibility for tasks that he can finish. Responsibility of the learning outcomes has to be common.

In new curricula there will be an open space in each teaching programme/nast.programa ) (20% of goals and content are not defined on the state level) for particular school to define additional goals together with local companies. This is a complete new task for teachers and headmasters; they get a space to pursue collaboration with companies with the aim of increasing the employability of students.

Practical training is supposed to take place in the companies up to 30% of practical instruction within the frame of 1 school year. Chambers and association of employers are very important for successful organization and implementation of practical training. There is necessary to identify the conditions that have to be fulfilled by employers while implementagttion of practical training in certain area ; to organize professional monitoring and counselling (not inspection); to assure supportive conditions for students while being on
practical training (student award, protective equipment, costs of transport, meals), safety at work and appropriate accident insurance.

**School leadership is crucial**

Commonly known rule is that the quality of school raises and falls depending of the engagement of the teachers and the school management structures. The introduction of new programmes depends on readiness and ability of school leadership. In school there have to be formed reforming developing teams and the members have to know exactly the objectives of new educational programmes. They especially have to organize practical training, maintain partnerships with employers and maintain the readiness of every employee in the school to consistently reach expected results.

Headmasters (directors) have to carry out preparation, implementation and monitoring activities and plan it for every provider of new educational programmes in accordance with guidelines that will be designed by the TWINNING project.

**Decision makers and their support**

Ministry and their services have to, with the collaboration with VET Center and TWINNING project, accept some decisions in time. Decisions will serve to enable thorough and suitable training, consistent to new educational programmes, for every education providers.

Within legislative framework it is important to define those boundary conditions that will enable respect of legal responsibilities and realization of appropriate school (and employers’) tasks and enable respect of European Social Charter that was subscript by states to protect rights of students while being on practical training.

Ministry has to define providers of new educational programmes for September 2013 in time, so they can be trained appropriately. It has to commit school领导s to work in accordance with the training plan for providers and with implementation of activities in line with the new organization of education.

**3. TRAINING OBJECTIVES IN IMPLEMENTATION OF THE CURRICULA REFORM**

Training objectives are to prepare school directors, schools as whole organisations, teachers and mentors in companies (the ones, who are going work with students on practical training) for implementing 3-year and 2-year Vocational Educational Programmes. The objective is to train VET school staff in a way that they would meet crucial ideas of the...
reform and apply the changes, which were done in curricula on national level in a way that the students benefit from them for their efficient professional and personal growth, balanced with contemporary expectations of society and world of work on one side and with individual interests and needs on the other.

Training objective is also to train the advisors of VET Centre in Skopje to be in a role to support VET schools in implementing of new curricula and through it the main ideas of the reform. We would mainly like them to provide more professional and counselling support for the schools in reform process.

Through transmission of some important decisions in reformed VET system from national to school level, from school director to teams of teachers and from teacher to student, consequently roles and relations among the responsible bodies in VET system change.

Thus in an most abstract way we could say that the main objective of the training is mostly in rethinking and (re)defining the roles and relations in decision making process among the ones, who are responsible for VET and those are national VET institutions and other national bodies like Ministry for Education and Science and their employees; school leaderships, teams of teachers, teachers; social partners like chambers and companies, mentors of practical instruction in companies and at the end the role of students and in some way also their parents change.

In this very project we will focus to support following target groups in VET system:
- Advisors of VET Centre in Skopje
- School directors and school development teams in schools
- Mentors in companies
- Teachers, who will implement the new curricula

Additionally we will invite representatives of other bodies, like Chambers and Employers’ Associations, Ministry of Education and Science to conference and meetings, to promote main ideas of the reform and invite all the bodies to include into reform process from their position to support development of didactical learning environment to its best for the student.

4. LEADING ROLE OF SCHOOL DIRECTORS AND DEVELOPMENT TEAMS

In implementation of new educational programme different partners will take part. Different actors of the reform are:
- the one, who are included as providers of VET education;
- the one, who are included into VET reform as policy makers and
- the one, who are included as professional support to the providers of VET Education and Training.
One of the most important partners in this process are advisers of VET Centre in Skopje who will provide professional support to further development and implementation of VET system.

Schools in collaboration with employers as providers of VET have a leading role in the reform process. Here we again emphasize the role of school directors and development teams in the process of implementation of educational programmes as we have done in the recommendations of the Training needs analysis.

The role of a school director

“School directors should be visible initiator of changes and be prepared to assume the responsibility of the change agent together with the support of management/developmental team. In the project, they should be given continuous and intensive support.” Even that the entire school community, all teachers and other non-teaching staff have to go through the process of implementing changes, desired changes would not occur without a strong leadership. Lack of clarity with regards to teachers' roles and responsibilities is often influenced by the leadership style.

The result of this preparation phase should be the empowerment of all those participants in the process and of school directors in the first line. School directors have to define the schools’ role, school directors’ role, role of development teams “Organizational structures should be stressed and adapted (if needed) to support implementation of novelties. Already existing teams should be used and mobilized to implement reform goals, but maybe re-thinking their role, position, assignments should be needed. Definition of the structure of teachers and non-teaching staff teams should be based on strategic goals of school, especially for successful implementation of new curricula. In creating most effective organization of teams a balance between needs of teachers and reform goals is needed.”

“In the process of reforming school directors need also a constant support, clear leadership, and especially continuous opportunity to exchange experiences, innovative solutions and ways of solving problems. It is necessary to define mechanisms to establish top-down support from the Ministry and the VET Centre to the school directors and teachers as well as bottom-up initiatives where it should be possible to take up best practice and/or successful cases to serve as driving forces in the implementation of new curricula.”

The role of developmental team

“Special attention should be paid on establishment and/or empowerment of development teams. In the reform process school development team is a group that promotes the process of mutual learning and transformation process, while coordinating development activities. It is necessary to involve all participants together and promoting the learning and
School development teams need a good training to get a good basis for
decisions and proposals on the introduction of changes and the process of introducing and
implementing new curricula. School development teams also need practical solutions,
guidance and experience of those who are planning process. Empowerment encourages
development teams to take risks and new roles."

School development teams should be composed by school director, director assistant,
school counsellors and teachers representatives (teacher of practical training and teacher of
vocational theoretical subjects).

School development teams should provide guidance to other teachers. The guidance may be
given through being sensitive and approachable to the needs of teachers. The leading should
be given in the form of training and activities to implement. School development teams
should involve all teachers and other relevant stakeholders in every decision that needs to
be taken.

In the preparation phase the most important activity is to plan the introduction and
implementation of school curricula in guidance given by VET Centre advisors. The school
development team members are expected to initiate processes towards planning so that it
is implemented according to outlined and agreed guidelines.

In the next phase the function of the school development teams should focus on the
monitoring of teachers' work and on continuous motivation of teachers for implement
planned changes. A framework for monitoring of teachers' work should be developed. By
continuous support and monitoring teachers should become more responsible for the
activities they have planned.

5. TRAINING PROGRAMMES FOR SCHOOL MANAGEMENT, VET
TEACHERS, MENTORS AND ADVISORS FROM THE CENTRE FOR
VOCATIONAL EDUCATION AND TRAINING

A) INITIAL CONFERENCE:

Target group: Ministry of education and science, Ministry of labour, school headmasters,
VET centre advisors, Bureau for Development of Education, representatives of chambers,
trade unions, employment institute, representatives in other projects in Macedonia (USAID;
British Council...), school inspectorate and other important institutions.

Duration: 1 day

Purpose:
• Presentation of the Twinning project and vocational education reform
• Motivation of headmasters and social partners to realize the aims of reform
• Exposition of the meaning of partnership (school, employers, VET centre) while fulfilling the aims
• Presentation of planned activities in the preparation phase of the development of new curricula

Contents, aims - informative:
• Presentation to the reform goals and process
• Presentation of the Twinning project: structure, activities, aims
• The process of preparation of educational programs – from occupational standards to curriculum, structure of the programs
• Leading the implementation of new programs:
  o The meaning of social partnership:
    ▪ presentation of the role, responsibilities and competences of social partners,
    ▪ to implement the necessary steps for implementation of practical training,
    ▪ definition of competences and conditions for practical training on the work place, provision of minimum standards for implementation of practical training, importance of socialization through practical training,
    ▪ system regulation and verification of training/work places,
  o The way of introducing the new educational programs:
    ▪ preparation for introduction: organization of trainings by VET CENTRE,
    ▪ first year of implementation (study year 2013/2014) and further implementation,
    ▪ monitoring of introduction.

B) INTRODUCING WORKSHOP FOR HEADMASTERS

Target group: headmasters of VET schools who will introduce new programs

Lasting time: implementation 1 day, 3 – 4 workshops with 10-14 participants planned

Purpose:
• To train the headmasters for introducing new programs in accordance to guidelines.

Content:
• Work organization of school:
- the role of headmaster as a pedagogical leader,
- formation of teams, cooperation between pedagogical staff, transfer of information,
- preparation, motivation of pedagogical staff for introducing novelties.

- Operationalization, the usage of guidelines
- Assignment until first education of teachers
C) FINAL WORKSHOP FOR HEADMASTERS – after completed training (approximately May 2013)

Target group: headmasters of VET schools who will introduce new programs, Ministry of education and science, representatives of chambers

Duration: 1 day, 1 – 2 workshops planned

Purpose:
- To prepare and support headmaster for implementing new VET programs

Aims, content:
- Presentation of results of preparation period
- Planning of further support while introduction – partnerships between schools and VET centre
- Needs for further training
- Open questions

D) WORKSHOPS FOR SCHOOL DEVELOPMENT TEAMS

Target group: school development teams of VET schools that will introduce new programs (headmaster and 3 – 4 teachers are the members of the team)

Duration: 5 one-day workshops per each group of schools per sectors (12 group of school planned)

Purpose: To prepare and support headmasters and school development teams for implementing new VET programs

Basic structure of training: Each workshop consists of 3 parts:
- Part 1: Check-up of activities done at school in the last period
- Part 2: Training is composed of 5 areas:
  - New curricula for VET on national level,
  - School planning on the bases of outcome-based curricula,
  - Supporting of practical training in companies,
o Problem based learning through learning situations as a way of authentic learning,
o Individualization of learning process
• Part 3: Agreement on further work on school until next workshop

Content in details:
**New curricula for VET on national level**

**Introduction:**
In VET reform of FYR of Macedonia there is reform of curricula on national level, which was supported by Component1: Preparation of standards for vocational qualification and reform of the curricula for 2 and 3 year vocational education in present Twinning project.
In workshop we would like participants to get familiar with the changes on national level, which should be harmonized with the changes on school level and in learning process.

**Aims/principles:**
- to understand the purpose of changes
- to get familiar with concrete changes in new curricular and its consequences on school level, teacher level and on student level
- to reflect, discuss, motivate for changes

**Planning of School activities based in the need of the new outcome-based curricula, curricula**

**Introduction:**
One of the key features of the VET reform is changed the concept of curriculum (form input-based to more outcome-based curriculum) in the direction of strengthening vocational and technical competence of students. In order to achieve such a goal is also a need to open the school-based curriculum and programming to allow more flexibility. This brings with it an interdisciplinary approach in implementing the program, more cross-curricular integration, to better respond to students' career interests and the needs of local. All this can be achieved so that the school has autonomy in planning and implementing their own curriculum.

**Aims/principles:**
- to present purpose of development of school panning as part of the reform process
- to train development teams to steer the process of planning and implementation of school based curricula
- development of framework for monitoring of teachers' work
Supporting of implementation of practical training in companies

Introduction:
For 2-and 3-year vocational education is important to train students to acquire vocational competencies and key skills which are defined in vocational standards. In accordance with the adopted concepts all educational programs should contain at least 40% practical training, of which 1/3 in the companies. Besides on skills and knowledge, special attention to socialization of students in VET should be given. Practical training in companies is important part of the curriculum (15 weeks). Schools cannot implement curricula goals without strong partnership with companies. Collaboration of teachers for practical training with mentors for companies is crucial.

Aims/principles:
- The purpose and goals of new standards for practical training
- Distribution of roles between schools and companies
- Training of teachers for practical training for their role while implementing practical training in companies
- The process of practical training:
  - presentation of the role, responsibilities and competences of partners: employers, schools, students
  - definition of competences and conditions for practical training on the workplace, minimum standard for practical training, importance of socialization through practical training
  - to learn about the necessary steps for implementation of practical training
  - to learn about role of the mentors
  - to ways of collaboration of mentors from companies with teachers of practical training

Problem based learning through learning situations as a way of authentic learning

Introduction:
Through including learning situations into planning and conducting teaching and learning process we can implement following concepts and practices of contemporary guidelines in education (see also theoretical background of TNA report):
- authentic, problem based and project learning
- collaborative learning
- holistic learning, which supports developing competences for solving actual working and life problems, developing vocational and key competences
- active role of students, mentor role of teacher
- experiential learning, learning by doing (experience) and reflection (conceptualization)
- (re)building knowledge instead of transferring the knowledge
- learning to learn through reflection
- interdisciplinary collaboration among teachers when planning and/or also implementing of learning process
- toward goals and process oriented curriculum planning technique instead toward learning content oriented curriculum planning of learning process
- more autonomy in selecting, adapting and preparing learning materials
- from normative to criteria based assessment
- individualization of learning process

Learning through learning situations is a way of authentic learning; problem based and project learning, where learning problems originate out from actual working problems. By working problems we mean challenges in the world of work (companies, working organizations) with which professionals and workers have to cope with and solve them in real life.

**Aims/principles:**
- to rethink different concepts of learning (transfer of knowledge or (re)building of knowledge) and different views on roles of teachers and students
- to motivate participants for using authentic learning during their lessons
- to get wider insight into possibilities for authentic learning in vocational education through cases of good practice
- to set the ground for collaboration between teachers of professional theory and practical instruction while planning and implementing learning situations
- to get experience in discussing and collecting ideas for possible learning situation
- to go through a process of planning learning situation in a team of few teachers and make a draft plan
- problem based and project work: problem is to form small teams of teachers, select one idea for learning situation, make a draft plan and present it to the group
- reflection of experience through basic theoretical concepts
- in smaller teams of four

**Individualization of learning process**

**Introduction (see also theoretical background of TNA report):**
Contemporary trends in educational sciences made a shift from normative based assessment to criteria based assessment. Criteria, quantitative and qualitative standards of knowledge are set in advance. There is also orientation for schools to bring each student to
some end (for student to get some qualification), no matter what the abilities and motivation for learning among individuals are.

In educational sciences there are acknowledgements on different learning styles, preferences and abilities for learning among individuals. If teacher took them into account while planning and conducting learning process, learning process could become more attractive and successful for both, students and teachers.

Beside possibilities for individualization of learning process in relation between teacher and student there are possibilities for individualization of educational process set on national level. By opening curricula on national level there are practices and tools to support student in choosing optional ways toward qualification.

Aims/principles:
- to motivate participants for using tools for individualization during learning process and reflect the purpose of them
- to become aware of differences in learning styles among us
- to analyse and suggest cases of learning plans in chosen strategies, methods and forms of learning according to differences in learning styles
- to understand case of practice of tools and practices to support student in choosing among different ways toward qualification according to the openness of Macedonian national curricula

E) WORKSHOP FOR MENTORS

Target group: mentors in companies (with intention to be certificated for implementation of practical training)

Duration: 1 day, 6 workshops by regions planned

Purpose:
- Presentation of VET reform goals
- Motivation of mentors to realise the aims of reform
- Training of mentors for their role while implementing new programs for practical training
- Exposition of the meaning of school-employers partnership while fulfilling the aims

Aims, content:
- Presentation of new educational programs:
  o Preparation process – from occupational standard to curriculum
  o connections of occupational standards and educational programmes
the aims of new educational programmes
- distribution of roles between schools and companies

- The process of practical training:
  - presentation of the role, responsibilities and competences of partners: employers, schools, students
  - definition of competences and conditions for practical training on the workplace, minimum standard for practical training, importance of socialization through practical training
  - to learn about the necessary steps for implementation of practical training
  - to learn about role of the mentors
  - to ways of collaboration of mentors with teachers of practical training

F) WORKSHOPS FOR ADVISORS FROM VET CENTRE

Managing EU funded projects

Duration: 1 day

Purpose:

- To present the preparation process of international project
- Making of project idea (development of the idea, work out and arguments)

Aims, content:

- Guide for preparation of EU-funded projects:
  - Possible projects opportunities
  - The process from the idea to implementation of the project (definition of aims, contents, resource and financial planning of the project)
  - Good practices (Slovenia)
- Making the project in accordance to methodology
- Reporting, administrative and financial monitoring of the project

Guidelines for headmasters - as communication instruments between school directors and VET centre advisors

Duration: 1 day

Purpose:

- The understand the logic of the preparation phase
• To motivate VET centre advisors for their role
• To present the content of guidelines for headmasters

Aims, content:
• Guidelines for headmasters
• Monitoring process
• Preparation of response to reported challenges

Monitoring of reform process

Duration: 1 day

Purpose:
• Presentation of monitoring of VET reform in Slovenia
  o Presentation of good practices, exposition of obstacles, traps)

Aims, content:
• Methodological evaluation presentation of VET reform in Slovenia:
  o evaluations, focused on the system level,
  o informative evaluations,
  o evaluations in a function to support schools during pedagogical process,
  o participatory approach during evaluations
• Presentation of quantitative researches:
  o presentation of the example of quantitative research, good practice in Slovenia
• Presentation of qualitative researches:
  o presentation of the example of qualitative research, good practice in Slovenia
• Presentation of combined qualitative and quantitative research:
  o presentation of the example of combined qualitative and quantitative research, good practice in Slovenia that leaded to training program for teachers
• Presentation of peer review method, presentation of good practice in Slovenia
• Presentation of the report structure about the implementation of the evaluation:
  o presentation of the process of report preparation: definition of the aims, research questions, implementation of evaluation, selecting data, processing and analysis of the results, writing report

Modular design in educational programmes

Twinning-project "Support to the Modernisation of the Education and Training System" Component of IPA instrument" (MK/2007/IB/SO/03), Project funded by the European Union
Duration: 1 day

**Purpose:** To get familiar with the role of module in outcomes-based curricula

**Aims, content:**
- Outcomes-based approach
- Principles of modularisation
- Different ways of modularisation

**European instruments for enhanced cooperation in the field of vocational education and training**

**European instruments for enhanced cooperation in the field of vocational education and training**

Duration: 1 day

**Purpose:** To get familiar with European instruments for enhanced cooperation in the field of vocational education and training

**Aims, content:**
- EQF
- ECVET
- EQAVET
- EUROPASS
6. MONITORING AND EVALUATION OF TRAINING

Evaluation of training can bring VET center feedback to carry out further training. Possible areas of evaluating:

1.) Organizational aspects of training:
   - The adequacy of training time
   - Adequacy of chosen place for education
   - Adequacy of information on the implementation of training

2.) Content of training:
   - Clarity of content
   - Use of content
   - Relevance of content
   - Content that participants would like in addition

3.) Learning materials:
   - Clarity of learning materials
   - Usability of learning materials
   - Relevance of learning materials
   - Deficiencies of learning materials
7. TRAINING ACTION PLAN

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<tr>
<th>Training</th>
<th>Target group/ Nr. of participants: until 20</th>
<th>Period</th>
<th>STEs</th>
<th>Advisors</th>
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<tr>
<td>Initial conference</td>
<td>VET school directors, social partners</td>
<td>24 October 2012</td>
<td>Helena Žnidarič, Janez Dekleva</td>
<td>Roza Arsovska, Branko Aleksovski, Ardijana Paloshi</td>
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<tr>
<td>Workshop for school directors (4 workshops)</td>
<td>School directors</td>
<td>November – December 2012</td>
<td>Branko Kumer, Helena Žnidarič, Fani AlMansour, Metod Ceasrek</td>
<td>Roza Arsovska, Branko Aleksovski, Lepa Trpcska, Zoran Jovcevski</td>
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<td>Final workshop for school directors (4 workshop)</td>
<td>School directors</td>
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<td>Workshop for mentors, visits to chambers (6 workshops in 6 regions)</td>
<td>Mentors from companies</td>
<td>January - March 2013</td>
<td>Janez Dekleva, Bojana Sever</td>
<td>Branko Aleksovski, Ardijana Isahi, Paloshi</td>
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**WORKSHOPS FOR SCHOOL DEVELOPMENT TEAMS**  
(total 65 workshops)  
January - May 2013  

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<td><strong>Graphics</strong></td>
<td>SUGS »Dimitar</td>
<td>January-May 2013</td>
<td>Ema Perme</td>
<td>Ardijana Isahi</td>
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<td>(5 workshops)</td>
<td>Vlahov« Skopje</td>
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<td>Barbara Velkov</td>
<td>Paloshi</td>
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<td>SOU »Taki Daskalo« Bitola</td>
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<td>Ardijana Isahi</td>
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<td>(5 workshops)</td>
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<td>Cupovski« Veles</td>
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<td>SOU »Orde Copela« Prilep</td>
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<td>SUGS »Zdravko</td>
<td>January-May 2013</td>
<td>Igor Leban,</td>
<td>Branko Alekovski</td>
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<td>Renata Zgupanc</td>
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<td><strong>Economic – law and trade</strong></td>
<td>SUGS »Cvetan Dimov« Skopje</td>
<td>January-May 2013</td>
<td>Bostjan Kosorok</td>
<td>Elizabeta Jovanovska-</td>
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<td>(5 trenings)</td>
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<td><strong>Electro technical</strong></td>
<td>SOU »Goso Vikentiev« Kocani;</td>
<td>January-May 2013</td>
<td>Davorin Majkus,</td>
<td>Zoran Jovcevski</td>
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<td>engineering**</td>
<td>SUGS »Mihajlo Pupin« Skopje;</td>
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<td>Barbara Kuncic</td>
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<td>Training</td>
<td>Target group/ Nr. of participants: until 20</td>
<td>Period</td>
<td>STEs</td>
<td>Advisors</td>
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<td><strong>Personal services</strong></td>
<td>SUGS »Dimitar Vlahov« Skopje SOU »Gjorce Petrov« Prilep SSOU »Kiro Burnaz« Kumanovo</td>
<td>January-May 2013</td>
<td>Jelka Drobne Bostjan Kosorok Cedomir Dimovski</td>
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<td><strong>Catering and tourism</strong></td>
<td>SUGS »Lazar Tanev« Skopje SOU »Vanco Pitosevski« Ohrid SOU »Josif Josifovski« Gevgelija</td>
<td>January-May 2013</td>
<td>Anica Justinek Cedomir Dimovski</td>
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<td>(5 workshops)</td>
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<td><strong>WORKSHOPS FOR VET CENTRE ADVISORS</strong></td>
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<td>(totally 5 workshops)</td>
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<td>Guidelines for headmasters</td>
<td>all advisors</td>
<td>October-November 2012</td>
<td>Metod Češarek Fani Al Mansour</td>
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<td>January – March 2013</td>
<td>Aleksandra Grašič</td>
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<td>January – March 2013</td>
<td>Barbara Kunčič Mirjana Kovač</td>
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<td>Modules in educational programmes</td>
<td>all advisors</td>
<td>January – March 2013</td>
<td>Helena Žnidarič</td>
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<td>European instruments for enhanced cooperation in the field of VET</td>
<td>all advisors</td>
<td>January – March 2013</td>
<td>Boštjan Košorok</td>
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<tr>
<td>(1 workshop)</td>
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