

# North Macedonia Case

## The Role of the Economic Chamber of North Macedonia in Dual VET Introduction of a skills forecast model



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# Future Skills Analysis: The Methodology

*Anticipating tomorrow's occupations and skills — and why government approved it*

## HOW IT WORKS



### Quantitative base

Employment and enrolment data by sector and region (State Statistical Office, Employment Agency, Ministry of education), with medium-term projections (3 year)



### Qualitative validation

Company surveys, interviews and sector focus groups run through chambers — employers define the occupations and skills they will need.



### Translation into action

Findings feed enrolment policy, new/updated qualifications, dual-class planning and the design of Regional VET Centres.

## WHY GOVERNMENT BOUGHT IN

- Objective, comparable evidence from multiple sources — credible basis for policy decisions
- Co-ownership from day one: analyses produced with the Economic Chamber, VET Centre and MoES, not handed over from outside
- Piloted and validated publicly — e.g. the "Skills for Future Jobs" conference co-hosted by MoES and the Chamber (2022)
- Aligned with national frameworks: Education Strategy 2018–2025, the qualifications framework and EU skills agenda
- Demonstrated use: results informed Regional VET Centre planning and VET enrolment policy

# Future Skills Analysis: The Methodology

- The questionnaire is jointly developed by the **Economic chamber, State Statistical Office** and the **Employment Service Agency**
- The Chamber, through its sector associations, distributes the questionnaires to companies and provides guidance and support in completing them
- Questionnaires are primarily collected by the heads of the associations via email
- The entire process takes approximately **30 days**: around **two weeks** for data collection and **two weeks** for data processing, analysis, and preparation of the results
- The final results are shared with all relevant stakeholders

# How Chambers Implement dual VET Today

*Operational functions in the dual VET system — and what it takes to run them*



## Company verification

Assess and verify firms as practical-training providers (quality assurance role delegated in law)



## Mentor certification

Train and certify in-company mentors together with the national VET Centre



## Matchmaking

Broker school–company partnerships and prepare firms for the quality-assurance process



## Digital platform

Run [praksa.mchamber.mk](https://praksa.mchamber.mk) — registry of verified companies, mentors and dual-education info



## Skills intelligence

Conduct sector & regional skills analyses; propose enrolment quotas and new qualifications



## Promotion

Campaigns and VET fairs ("Learn Smart, Work Skillfully") to attract students and companies



**Resources & capacities required:** dedicated, trained VET advisors • analytical/economic expertise • digital infrastructure • regional networks of member firms • formal cooperation agreements with MoES & VET Centre • sustainable financing (member services + donor support, e.g. E4E@mk)

# What Chambers & Associations Gain

*Dual VET engagement strengthens the three pillars of a modern business membership organisation*



## Advocacy

- Evidence-based voice: skills data turns member concerns into policy proposals
- Seat at the table — chambers helped initiate and draft the new VET Law (2025)
- Direct influence on enrolment policy, qualifications and VET strategy



## Credibility

- Legally recognised quality-assurance role (verification, mentor certification)
- Trusted partner of MoES & VET Centre — co-host of national skills events
- Reputation as the reference source on labour-market and skills data



## Service delivery

- New member services: mentor training, re/up-skilling, matching with schools
- Digital tools (praksa platform) deepen everyday member engagement
- Solves members' #1 problem — access to a skilled workforce — boosting retention and revenue

**Bottom line:** *engagement in dual VET repositions chambers from event organisers to indispensable system actors in the skills ecosystem.*