



Thematic  
analysis/diagnosis:  
**Education**

## Executive Summary

High-quality education is a basic human right that contributes to improving the knowledge, skills, competencies and attitudes of a person, thus enabling a better life both professionally and privately. In our country, the education system will be laid as one of the foundations of the National Development Strategy 2022-2042 (NDS 2022-2042), in order to ensure inclusive, green and sustainable development, especially for socially vulnerable and marginalized categories of people.

The Macedonian education system includes six main pillars: (1) preschool education; (2) primary education; (3) secondary education; (4) vocational education and training; (5) higher education and research; and (6) adult learning and education, and areas of common interest to the entire education system.

During the preparation of this document, in order to understand the situation in the education sector, the following analytical steps were taken:

- review of key strategic documents and reports of relevant international organizations related to the development of education systems (United Nations, European Union, World Bank, OECD, etc.);
- selection and analysis of key strategic and program documents, as well as laws related to education in our country;
- mapping of key stakeholders/institutions that make up the educational ecosystem in the country;
- insight into the indicators used in the comparative analyses on international level, but also for monitoring the implementation of the educational reforms on national level;
- review of recommendations and suggestions from the public consultation process with all stakeholders within the visionary workshops;
- interviews/conversations with experts working in the field of education.

The analyses have showed that the strategic development of education within the NDS 2022-2042 should be based on the following principles:

- **depolitization in all segments of the education systems** (in terms of employment and career advancement);
- **continuity in education reforms** (until the whole reform is completed and the results of it are measured, a new reform should not begin);
- with the reforms in the field of education, not to take **the experiences from other countries**, without adapting the good practices to our conditions;
- **the reforms should be based on the actual needs of the economy in the country** with the involvement of all stakeholders in the educational ecosystem;
- **social inclusion** (in the contents and teaching materials, the infrastructure, human factor, etc.);
- **the teacher/professor should be the pillar of the education system** (restoring the dignity of teachers/professors, career development through continuous trainings, motivating with incentive measures for the best teachers/professors, etc.);

- **the main “product” of the education system should be able young people** who would easily join the labour market;
- **development of entrepreneurial spirit among the young** by focusing on:
  - climate literacy and sustainable development,
  - financial literacy and development of entrepreneurial competencies,
  - knowledge of green technologies,
  - development of life skills and competencies for project work, etc.
- **adequate and equitable financing** of educational institutions and activities from the state budget;
- greater **utilization of EU funds** and opportunities for **mobility** of the teaching staff, administration staff in educational institutions, and of course the young people (pupils and students);
- **digitalization** in all segments of the education process (materials, teaching assets, administration (processes and procedures), etc.);
- **continuous monitoring and evaluation** of the progress with the implementation of the strategy (and the action plans) with properly selected indicators.