Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

North Macedonia

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Yes

Q5. Who have you consulted with before completing this survey?

Ministry of Education and Science, National Agency for European Educational Programmes and Mobility, Employment Service Agency, universities, NGOs

About you

Q6. What is your name?

Fatime Ziberi & Anabela Dimoska (joint consolidated response)

Q7. What organisation do you work for?

International Balkan University and Cortex associatiom for psychological, counseling and paychotherapy services; Euroguidance Centre – National Agency for European Educational Programmes and Mobility

Q8. What is your job title?

Teaching Assistant, Gestalt Counselor/ Career counselor; Associate

Q9. What is your email address?

f.ziberi@ibu.edu.mk

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Republic of North Macedonia

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people				
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)	X			
Adults in education		X		
Adults in work		X		
Adults not in education or work (e.g. unemployed workers and the economic inactive)		X		
Migrants	X			
People in the criminal justice system				
Employers/businesses				

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

Survivors of gender-based violence (via national networks)

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my		X			

Q14. How far do you agree with the following statements?

country are meeting the career needs of the population.	
School leavers in my country are well prepared for successful transitions to work or further learning.	X
There is a strong evidence base to support the provision of career development services in my country.	X
AI is having a major impact on the education system in my country.	X
AI is having a major impact on labour market in my country.	X
AI is having a major impact on the provision of career development services in my country.	X

Q15. Are indigenous groups involved in the design of career development services in your country?

Yes, to some extent

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Career counsellors in secondary and vocational schools; orientation teams in primary schools; career centers in universities; PES centers in municipalities. Complemented by NGOs, associations, and non-formal programs offering personal growth, training, and counselling.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

• Euroguidance North Macedonia (www.euroguidance.org.mk (euroguidance.org.mk in Bing))
• Ministry of Education and Science (mon.gov.mk)
• Employment Service Agency (av.gov.mk)
• ETF Career Development Support System Review: North Macedonia
• IBU Career Center and Lifelong Learning Center (ibu.edu.mk)

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Career development is delivered through both public institutions and private/NGO initiatives, ensuring lifelong guidance.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor	Disagree	Strongly disagree

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	disagree
Career development services contribute to economic growth.	X
Career development services contribute to workforce productivity.	X
Career development services deliver a positive return on investment on public spending.	X
Career development services support entrepreneurialism.	X
Career development services help to address employers' skills and labour needs.	X
Career development services can be accessed by small and medium sized businesses (SMEs).	X
Career development services improve levels of job satisfaction.	X
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).	X
Career development services support equality of access to learning and work opportunities.	X
Career development services contribute to the green transition.	X

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

Career development embedded from primary school; ESA provides counselling, labour market information, and active measures; universities offer employability workshops, internships, and entrepreneurship training.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

Policies promote hiring of people with disabilities, youth, rural populations, and disadvantaged groups. ESA programmes include wage subsidies, vocational training, and Youth Guarantee. NGOs support survivors of domestic violence.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

• ETF Career Development Support System Review: North Macedonia

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

• ESA (av.gov.mk)
• Euroguidance North Macedonia (na.org.mk)
• IBU Career Center and Lifelong Learning Center (ibu.edu.mk)

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning	X				

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

The practice of compulsory assignment of students with academic challenges to TVET programmes
School staff do not know enough about TVET pathways and the occupations they lead to
Lack of career development services for learners considering TVET
The influence of gender stereotyping on TVET choices
Poor alignment between TVET provision and employers' needs

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

Age of TVET pathway entry: 14–15 years (formal system); late entry possible at 20–25 years (non-formal reskilling).

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

Yes, for late entrants; No, for formal pathways.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

Career guidance integrated into schools, vocational institutions, universities, and ESA. Youth Guarantee ensures timely offers of employment, education, or training. Lifelong learning supported by university centres and EU programmes.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

- ETF Career Development Support System Review: North Macedonia
- ESA (av.gov.mk)
- Euroguidance North Macedonia (na.org.mk)
- IBU Career Center and Lifelong Learning Center (ibu.edu.mk)

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.	X				
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent work.		X			
Career development services support vulnerable groups to access the education and training system.	X				
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.		X			
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people		
Women and girls		
Men and boys		
Ethnic minorities	X	

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people		
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	
People with low skill levels	X	
Migrants	X	
People with disabilities	X	
People with health and mental health challenges	X	
Younger people	X	
Older people	X	
Other		

If Other, please specify:
Ethnic minorities, women, survivors of domestic violence

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

ESA provides tailored programmes (vocational training, wage subsidies, entrepreneurship support). NGOs and national networks support survivors of domestic violence with counselling and vocational guidance.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

- ESA (av.gov.mk)
- Euroguidance North Macedonia (na.org.mk)
- IBU Career Center and Lifelong Learning Center (ibu.edu.mk)
- National Network Against Domestic and Gender Based Violence (glasprotivnasilstvo.org.mk)


ICCDPP
THE INTERNATIONAL CENTRE FOR
CAREER DEVELOPMENT AND PUBLIC POLICY


CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ


Tertiary Education
Commission
Te Amorangi Mātauranga Matua