

MAKING IT HAPPEN:

**CREATION OF NATIONAL
STRUCTURES FOR BASIC SKILLS
TRAINING IN (the FYR of)
MACEDONIA**

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MK/07/IB/SO/05

1–OBJECTIVE

2– DIAGNOSIS:

Needs analysis

Stakeholders

Actual situation:

Public

Policies

Trainings

3– IMPLEMENTATION

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Programs

Monitoring

Certification

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1 – OBJECTIVE



Develop and test programmes for literacy and fulfilment of elementary education for excluded persons and the related teaching materials.

2- DIAGNOSIS



Needs analysis

Documents:

Census of 2002 (statistical state office of Macedonia)

Documents from the Roma Resource Centre

Tables from the Ministry of Justice

Individual interviews

Working groups



Stakeholders

Workers Universities, Centre for Social Work of Prilep, State Employment Agency, Federation of Trade Unions, Ministry of Education, Ministry of Justice, Ministry of Labour, Municipalities, Trade Unions of Education, ZELS and NGOs.



Actual situation



Persons having completed 3 grades of primary school are considered literate. 67 358 persons 15 of age and over, are without education and 219 507 have not completed their primary education. So 286 865 persons (18 % of the population 15 of age and more) could encounter difficulties:

- Roma people,
- Early school leavers, prisoners,
- Seasonal workers
- People from rural areas

2.-



- Neither the Ministry of Education nor the Ministry of Labour or the employment agency have implemented specific programmes for illiterate people.
- Responsibility of the primary education for adults belongs to the municipalities. For the time being, they have not developed programmes dedicated to literacy on a large scale. For all the stakeholders, the CAE is the place where a shared policy could be elaborated.

3.- TRAINING

- **Providers:**
 - 14 Workers Universities and one school
- **Funding:**
 - Until 1984–1985 the Ministry of Education founded the programmes for primary education of the Workers Universities. people who want to attend them must pay for their training The diploma is the only key that can give them access to some services.
- **Methods:**
 - The proposed trainings and methods are the same as regular primary education.
 - There aren't specific materials .
 - The only difference lays in the fact they can do two academic years in one year (4 years) Companies are not involved in literacy programmes for workers.

Problems to against

- Lack of coordination
- No monitoring system
- Lack of awareness of the importance of the illiteracy issue
- No system of recognition of previous knowledge
- No tool or means to identify the target public
- No organised informal learning
- Proposed trainings are based upon the regular primary curricula
- Only one formal training for adult trainers

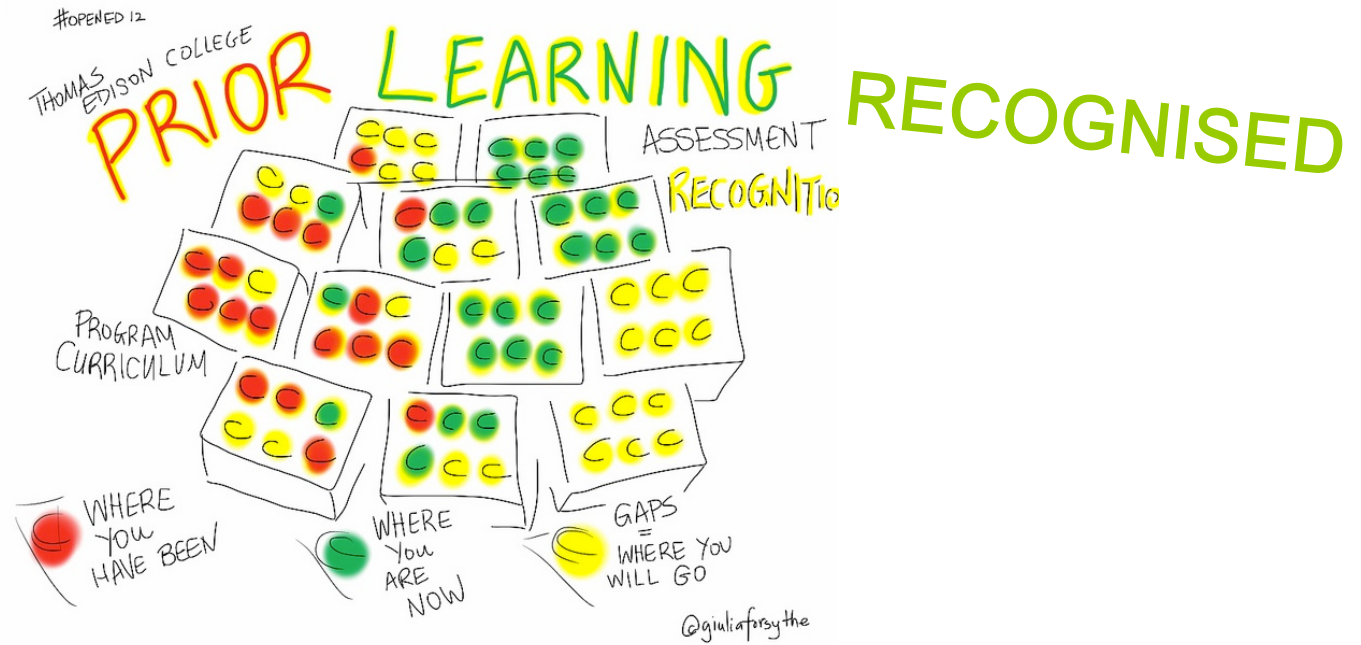
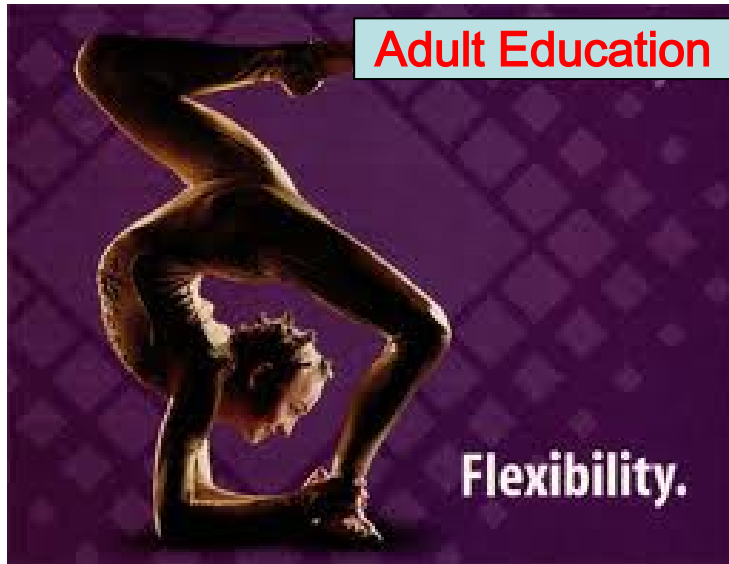
Problems to be solved according to the encountered institutions and solutions proposed in the frame of the plan

Mentioned problem	Proposed solution	Action sheet
<u>Lack of coordination</u> in adult education in the field of basic skills.	The CAE should be the institution to coordinate the different active agents in primary education for adults.	National coordination and monitoring. Local coordination and monitoring.
There is <u>no monitoring system</u> in the field of adult primary education.	This should be developed by the CAE.	National coordination and monitoring. Local coordination and monitoring.
Evident <u>lack of awareness of the importance of the illiteracy issue</u> among civil sector and other national, regional or local authorities and NGOs.	Personal communication with community members and authorities through public meetings, presentations, workshops and informal social events. An operative network of information and communication should be created among different stakeholders.	Information on illiteracy provided to policy makers and professionals. National campaigns on raising awareness about the importance of literacy and further education.

There is <u>no system of recognition of previous knowledge</u> in the country. Another difficulty is that the people are all looking for certificates because it's the key to employment.	Other ways to assess adults' prior educational knowledge (apart from their academic record) and the skills acquired in basic skills trainings should be developed.	Identification of the target public and of their needs
There is <u>no tool or means to identify the target public.</u>	Creation of a tool to identify illiteracy situation and trainings to identify and motivate the people should be implemented for agents of social services and NGOs directly in contact with those publics.	Identification of the target public and of their needs.
There is <u>no organised informal learning.</u>	A network of centres for adult education should be established Some strategy for non-formal learning as a tool to attract people within the formal learning should be developed.	Identification of the needed programmes. Development of programmes. Providing information about the programmes
The <u>proposed trainings are based upon the regular primary curricula.</u> There is <u>only one formal training for adult trainers</u> (andragogy option of the Faculty of Pedagogy).	The Adult Education curricula should be adapted to the adults: programs for adults to be functional in society or programme combining acquisition of basic and vocational skills should be developed. The CAE should design and develop trainings for basic skills trainers.–	Identification of the needed programmes. Development of programmes. Providing information about the programmes. –Development of a network of training centres. –– Improvement of the capacities of the trainers.

3- IMPLEMENTATION

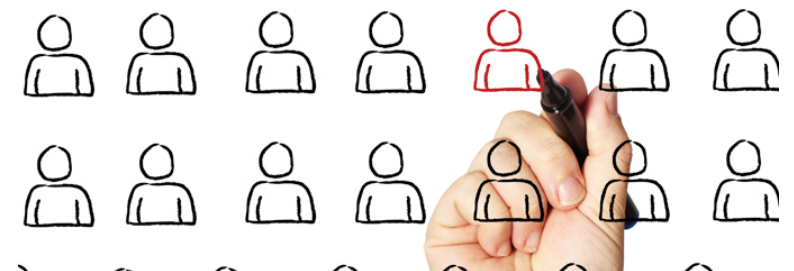




INITIAL AND CONTINUOUS STAFF TRAINING



LEARNER CENTRED PROGRAMS





PARTNERSHIP

партнерство

PARTENARIAT

PARTENARIADO



NASJONALT FAGORGAN
FOR KOMPETANSEPOLITIKK



Based on

- The European Agenda for Adult Learning for the period 2012–2014. European Commission
- Portfolio based upon VOX
- Quality assessment grid based upon a European document
- Methodology for the implementation of a plan to fight against illiteracy (ANLCI)
- Definition of illiteracy (ANLCI)

Tailored programs



- Bitola: Mainly Roma people, but also Turkish, Albanians and Macedonians attend.
- Shuto Orizari: Roma people from 15 to 40 are the beneficiaries. Roma Resource Centre as implementing partner.
- Dolneni: The focus is on people living in disseminated population (36 settlements) in rural areas with difficulties in communication. The Municipality is the implementing partner
- Skopje: This programme is for single mothers mainly from Roma community
- Veles: Juveniles in the institution of education and correction of Tetovo are there under different status: inmate, open or semi open condition. Ministry of Justice.
- Prilep: Aimed at single parents, most of them Roma people. An experienced NGO is the implementing partner in conjunction with the department of social affairs.



ToT, Certification and Monitoring

- Training of Trainers
- Certification:
 - Trainers and co-ordinators: “**Building up a training unit to improve basic skills**” issued by the CAE at the end of the Training of Trainers for all successful beneficiaries of the training.
 - The direct beneficiaries–learners of the pilot programmes will also have their competences certified by the Centre of Adult Education at the end of their learning journey.
- **Monitored** by twelve experts and by two members of the CAE’s staff.



DOCUMENTS to monitor the training programs

- - Training provider's contract
- – Budget template
- – List of the pieces that the training provider must provide
- – Check list for premises and materials
- – Coordinator and trainer's responsibilities
- – Frame of the reports to be provided by the training providers
- – Trainee's portfolio
- – Trainee's contract

Certification



Твининг Проект МК/07/IB/SO/05

26 февруари 2013

Референца: TW.CAE.ToT.2013.1

Сертификат за вештини

Обука за обучувачи на возрасни

Основни вештини

Јас, долупотпишаниот Жан-Лук Селие, Постојан Твининг Советник

Во рамките на Твининг проектот на Европската Унија во соработка со Центарот за образование на возрасни

Потврдува дека **Г-ѓа. Анета Велјановска**

Успешно го помина тестот за сертификарање на вештини

Создавање и координирање тренинг сесии за возрасни со Описменувачки, Јазични и Нумерички потреби

Стеknати се четири вештини:

- C1. Земање во предвид на барањата и потребите на учениците
- C2. Развој на наставен план за обука
- C3. Развој на соодветни часови и алатки за обука
- C4. Утврдување на резултатите на учениците

Жан-Лук Селие, РТА



Twinning Project MK/07/IB/SO/05

26 February 2013

Reference: TW.CAE.ToT.2013.1

Skills Certification

Training of Adult Trainers

Basic Skills

I undersigned Jean-Luc Cellié, Resident Twinning Adviser

Acting within the framework of the European Union Twinning with the Centre for Adult Education

Certify that **Ms. Aneta Veljanovska**

Successfully passed the test of skills certification for

Build up and coordinate training sessions for adult people with Literacy, Language & Numeracy needs

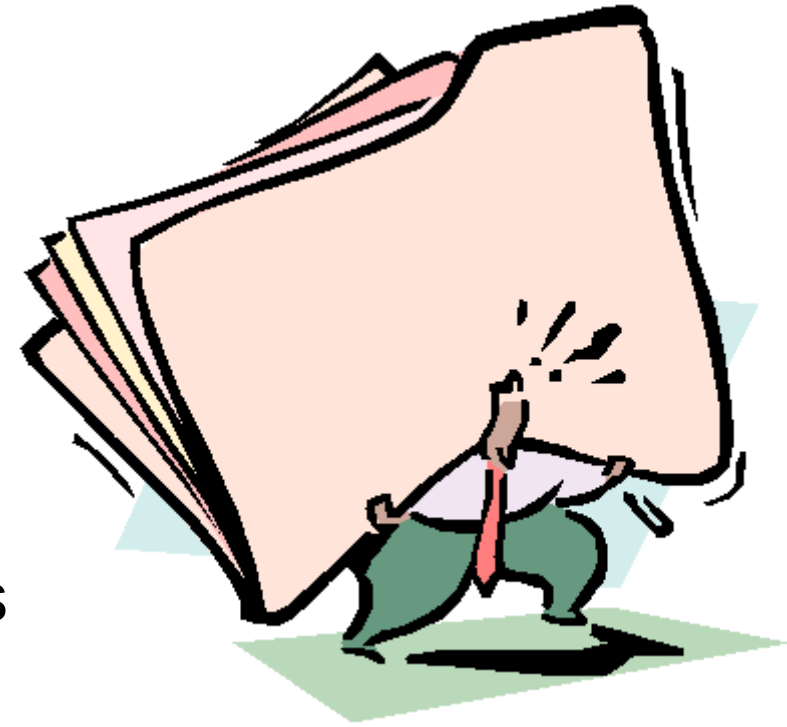
Four competences reached:

- C1. Taking into account learners demand and needs
- C2. Developing the training curriculum
- C3. Developing relevant training courses and tools
- C4. Assessing learning's outcomes

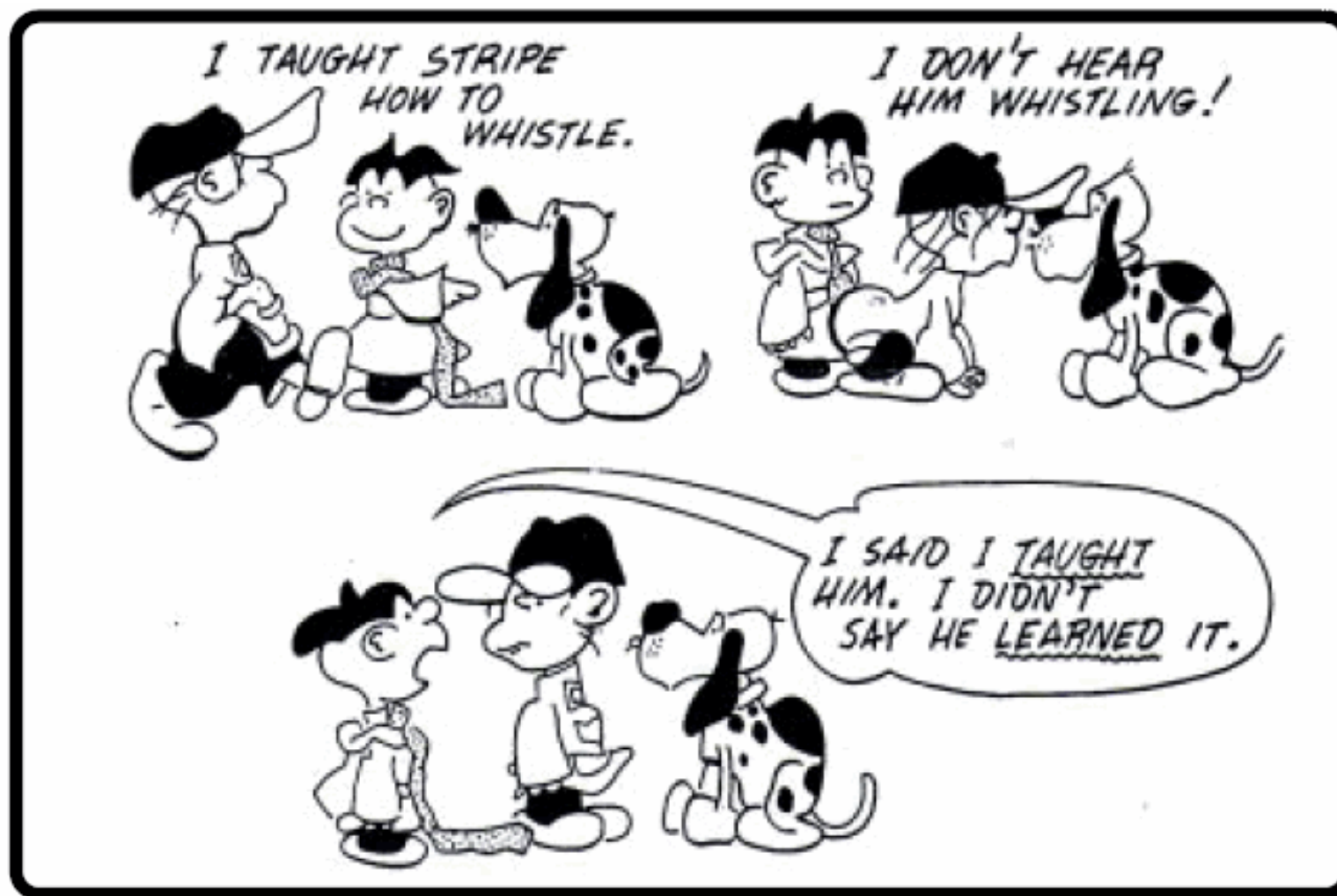
Jean-Luc Cellié, RTA

4– DOCUMENTS PRODUCED

- Plan to fight against illiteracy
- Guidebook on Quality
- Handbook:
 - Toolkit for future programs
 - Compendium of learning sequences documents
 - Lessons learned



(Source unknown.)



THANKS, MERCI, GRACIAS,
БЛАГОДАРНОСТ