



Analysis of good practices in adult education from EU and non- EU countries



ROMACTED phase II "Promoting good governance and empowerment of Roma at local level" is a Joint Programme between the European Union (DG NEAR) and the Council of Europe.

Sofia Georgievska
Gordana Nestorovska
November, 2024

This publication was produced as part of the ROMACTED 2 Programme, with financial support from the European Union and the Council of Europe.

The views expressed in this work are those of the author(s) and do not necessarily reflect the official policy of the Council of Europe or the European Union.

Extracts of up to 500 words may be reproduced, provided that the integrity of the text is preserved and the excerpt is not taken out of context or presented in a misleading way. The excerpt should not be used to convey incomplete information or distort the meaning, scope or intent of the original text. The source must always be credited as follows: "© Council of Europe, [year of publication]." All other requests regarding the reproduction or translation of all or part of this document should be directed to the Directorate of Communications, Council of Europe (F-67075 Strasbourg Cedex, or publishing@coe.int).

For any other correspondence related to this document, please contact the ROMACTED Programme within the Roma and Travellers Division, Avenue de l'Europe, F-67075 Strasbourg Cedex, France. Tel: +33 (0)3 88 41 20 00.

Email: roma.team@coe.int

© Council of Europe, November 2024. All rights reserved. Licensed to the European Union under specified conditions.

Cover design: Kenan Tair, Institute for Policy Research and Analysis Romalitico
Cover photo: ROMACTED Programme Phase II

CONTENT

1. Legal framework.....	3
1.1. Types of adult education.....	3
1.2. Objectives of the adult education system.....	4
1.3. Institutional structure and financing.....	4
1.4. Current state of adult education.....	4
1.5. Focus on the Roma community.....	5
2. Measures to support students in adult education and training	6
2.1. Specific support measures.....	6
2.2. Employment Agency of the Republic of North Macedonia.....	9
2.3. Validation of non-formal and informal learning (VNFIL).....	9
2.4. Persons of migrant origin.....	10
2.5. Adults from the Roma community	10
2.6. Adults with disabilities or challenges.....	11
3. Linkage with the Sustainable Development Goals (SDGs) and the principle of "Leave No One Behind (LNOB)"	11
4. Adult education practices in European Union countries	12
5. Practices outside the European Union.....	17
6. Positive practices from the Balkan countries.....	21
7. Recommendations for North Macedonia.....	26
7.1. Adapting successful models.....	26
7.2. Utilization of existing resources.....	26
7.3. Building capacities.....	27
7.4. Strategic planning and stakeholder engagement	27
7.5. Support measures for specific target groups.....	27
8. Conclusion.....	28
9. Annex 1.....	29
10. References	30

1. Legal framework

The education system for adults in North Macedonia is organized with the Law on Adult Education¹, which is a comprehensive legal document that establishes the structure, organization, financing and management of the adult education system. This law provides the basis for adult education and integrates it into the wider national education system. It encompasses various forms of education, including formal, non-formal and informal learning, aimed at providing lifelong learning opportunities for all adults. Adult education is part of the unique education system of the Republic of North Macedonia.

1.1. Types of adult education

- **Formal education**

Formal education includes educational programs for primary, secondary and higher education of adults, specially designed to be flexible and adapted to the needs of adult learners. These programs are delivered through a network of public and private institutions offering full-time and part-time study options. This flexibility allows adults to balance their educational activities with other responsibilities such as work and family.

- **Non-formal education**

Non-formal education focuses on organized learning processes that equip adults with specific skills needed for employment, social activities or personal development. Non-formal education is characterized by a practical approach and is often tailored to the immediate needs of students and the local labor market. The programs are usually offered by municipal centers, non-governmental organizations (NGOs) and vocational education institutions, creating a bridge between basic education and employment opportunities.

- **Informal learning**

Informal learning implies acquisition of knowledge, attitudes and skills from everyday experiences and interactions in the work and living environment. This type of learning is less structured, but equally important, as it includes a wide range of opportunities for personal development, such as workshops, seminars and community engagement activities.

¹Law on Adult Education ("Official Gazette of the Republic of Macedonia" No. 7/2008, 17/2011, 51/2011, 74/2012, 41/2014, 144/2014, 146/2015, 30/2016 and 64/2018). Decision of the Constitutional Court of the Republic of Macedonia no. 46/2008 of January 14, 2009, published in the "Official Gazette of the Republic of Macedonia" no. 16/2009 available at [zakon.za.obrazovanie.na.vozrasnite.pdf\(mon.gov.mk\)](http://zakon.za.obrazovanie.na.vozrasnite.pdf(mon.gov.mk))

1.2. Objectives of the adult education system

The goals of the adult education system are multifaceted. They aim to ensure that adults complete at least primary education, to enable employment through retraining and further training, and to offer education and skills relevant to individual abilities and ages. Furthermore, the system offers the basic skills necessary for lifelong learning thus promoting continuous personal and professional development.

1.3. Institutional structure and financing

A variety of service providers are involved in the delivery of adult education, including public and private institutions, training centers, employers and social partners such as trade unions and chambers of commerce. The Government, through the Ministry of Education and Science and the Ministry of Social Policy, Demography and Youth, plays a key role in developing strategies, annual action plans and securing funding for adult education. The Adult Education Council² acts as an advisory body proposing strategic issues and policies for the development of the sector.

Funding for adult education comes from a number of sources, including the state budget, local government budgets, participant co-pays and other financial contributions. The State Education Inspectorate and the Adult Education Center are responsible for overseeing the quality and compliance of adult education institutions and programs, ensuring that they meet the established standards.

The involvement of social partners and private sector stakeholders in the financing and development of adult education programs is essential to ensure that the educational offers are relevant and aligned with the labor market needs. This collaboration helps create a dynamic and responsive adult education system that can adapt to changing economic conditions and workforce demands.

1.4. Current state of adult education

According to the State Statistics Office, in 2022 a total of 346,155 people aged 18 to 69 participated in educational and lifelong learning activities. This represents 27.7% of the total population in this age group, with a higher participation rate among women (51.5%)

²Pursuant to Article 9 of the Law on Adult Education, the Council is composed of 13 members, including the President and 12 other members, namely: two members from the ranks of adult education experts, one member from the Ministry, the Bureau for Education Development, the Center for Vocational Education and Training, the Ministry of Finance, the majority trade union, the Association of Local Self-Government Units, the Employment Agency of the Republic of Macedonia and the Agency for the Development of Small and Medium Enterprises, as well as one member from the Chamber of Commerce of Macedonia, the Union of the Chambers of Macedonia and the Chamber of Craftsmen of Macedonia (hereinafter: the Chambers).

compared to men (48.5%). The highest participation rate was observed among people aged 18 to 24 (28.1%), while the lowest was among those aged 65 to 69 (0.3%).

- **Participation in formal education**

In 2022, 35.8% (124,001 persons) of adults participated in formal education programs. This participation was particularly high among people with tertiary and higher education, which indicates a significant interest in continuous professional development and opportunities for advanced learning.

- **Participation in non-formal education**

In 2022, 71.8% (248,582 people) were involved in non-formal education. Non-formal education activities included mentored on-the-job training (48.7%), courses (37.8%) and workshops and seminars (29.1%). The most common non-formal education activity for employees was on-the-job training (52.0%), which highlights the importance of on-the-job learning for skill development and career advancement.

- **Informal learning**

In 2022, 626,169 people were involved in informal educational activities, with an almost equal distribution by gender (49.4% men and 50.6% women). The highest participation in informal learning is observed among people aged 25 to 34, which indicates a strong culture of self-directed learning and personal development among the young adults in North Macedonia.

- **Employment and education**

Employment significantly affects participation in education. As regards employed persons, 41.2% participated in formal education, and 93.6% in informal education. This high level of engagement in educational activities reflects the importance of continuous learning for career development and adaptation to changing job demands.

1.5. Focus on the Roma community

The Roma population in North Macedonia faces significant challenges in accessing education, including adult education. Overcoming these barriers requires targeted interventions in the legislative framework to ensure inclusiveness and equal access to education for all. Developing programs specifically designed for Roma adults is crucial. These programs should focus on literacy, vocational training and basic life skills and should be developed in collaboration with Roma community organizations so as to ensure cultural sensitivity and accessibility.

Financial support is another critical issue related to the education of Roma adults. Providing scholarships and financial assistance to Roma adults can significantly increase

their involvement in educational programs. Ensuring that funding mechanisms are transparent and accessible to the Roma community is essential to build trust and encourage enrolment. Government and non-governmental organizations must work jointly to develop targeted financial assistance programs that address the unique challenges faced by Roma students.

Awareness campaigns play a key role in promoting the importance of adult education within the Roma community. Bringing the attention to success stories and examples of people from the Roma community benefiting from adult education can serve as powerful motivators, showing the tangible benefits of education. These campaigns should focus on heightening the awareness as regards the opportunities available to Roma adults and the long-term benefits of education for personal and community development.

2. Measures to support students in adult education and training

Determination of target groups: The following groups of adult students are identified in the legislation in the field of education, training, employment and social issues, together with other strategic documents:

- Adults in education, training and the labor market
- Adults from the Roma community without qualifications or completed primary education
- Persons of migrant origin
- People with disabilities or challenges

2.1. Specific support measures

- **Primary education for adults:** Persons aged 15 and over can participate in primary education for adults. According to the State Statistical Office, in the academic year 2016/17 there were 12 specialized schools for primary adult education with a total of 481 students and 44 teachers involved. However, the Adult Education Strategy indicates that there is currently only one functioning specialized school in the country, "Anton Semjonović-Makarenko", which is located in Skopje with Macedonian and Albanian language of instruction. The 2021/22 Report indicates that there were 440 students and 47 teachers involved in the educational process. The "Anton Semjonovic-Makarenko" school, which is the only specialized school for primary education of adults, plays a key role in the reintegration of returnee children, especially Roma children, into the formal education system. By means of specifically designed programs for literacy and life skills, the school provides education in Macedonian and Albanian, adapted to the

needs of these children. This contributes to easy adaptation and motivates returnees to complete their education thus reducing the risk of social exclusion. The participation of adults in primary education is regulated by the Law on Primary Education and the Law on Adult Education. The concept of elementary adult education was developed to provide a model for recognizing the individual right to lifelong learning, ensuring that learning outcomes are relevant for competent participation in social processes. The functional system of primary education for adults aims to enhance the quality of education, increase the number of adults involved in lifelong learning, improve mobility towards vocational and secondary education and provide conditions for competent inclusion of adults in social life and the labor market.

- **Adult Secondary Education:** The concept of "evening schools" to give adults a second chance to complete secondary education was abandoned after 1987. Starting in 2010, the Center for Adult Education in cooperation with the Ministry of Education and Science initiated a program for completion of vocational secondary education for adults. This program aims to reduce unemployment and increase employability among adults with primary education. Vocational secondary schools were selected in six municipalities (Arachinovo, Chair, Prilep, Tearce, Tetovo and Kumanovo) to enroll part-time students in 11 study programs. To date, 2,950 adults have completed this program. The concept of secondary education for adults was adopted in 2022.
- **The "Second Chance" program** offers adults an opportunity to complete secondary education, especially targeting people from marginalized groups, including the Roma. In the past years, this measure has proven to be effective in increasing employability among Roma adults, providing them with an additional qualification needed for the labor market. With the support of local educational centers, in 2022 more than 500 Roma were included in this program, which marks significant progress in reducing illiteracy and increasing the integration of this community.
- **Non-formal adult education:** Based on the enacted Law on Adult Education, by-laws and regulations, the Center for Adult Education has endorsed over 400 non-formal adult education programs since 2014. These programs are implemented by accredited adult education providers. Upon completion of the programs, adults acquire specific qualifications and are conferred certificates.
- In North Macedonia, **the role of the Roma educational mediator** has been introduced as part of the Strategy to improve access to education for Roma children. These mediators serve as a bridge between the Roma community, schools and local authorities, with the aim of increasing the scope of Roma children in the educational process and reducing dropout rates. They help solve issues with school attendance, language barriers and lack of support from families. In addition, mediators organize workshops for parents, support individual education plans and facilitate communication between teachers and parents. With the assistance of these mediators, in 2023, the percentage of Roma children regularly attending classes increased significantly, contributing to their successful integration into the education system.
- **Early childhood education programs for Roma:** One of the key measures to increase the educational inclusion of Roma children is the early childhood education program. Research shows that Roma children are often running late in

joining the formal education system due to a lack of support in early childhood. In North Macedonia, specialized programs for pre-school education are implemented, targeted at children from the Roma community. These programs not only prepare children for primary education, but also empower parents through workshops on the importance of early educational development. In 2023, over 700 Roma children were covered through these programs, which is expected to improve their educational achievements in the long term.

- **Scholarships for Roma pupils and students:** In order to encourage the continuation of education among Roma pupils, the Government of North Macedonia in cooperation with several international organizations provides scholarships for Roma pupils in secondary schools and for university students. These scholarships cover the costs of study, school materials and travel, which significantly facilitates the participation of Roma students in formal education. According to the 2022 data, 350 students and 120 students received scholarships through this measure, thus increasing the number of young Roma who complete their high school and higher education.
- **Educational campaigns to raise awareness:** One of the main challenges in the education of the Roma community is the lack of awareness concerning the importance of education, especially among parents. In order to surpass this problem, the government and non-governmental organizations are conducting awareness campaigns in Roma communities. These campaigns focus on highlighting the benefits of education for children and the community as a whole, through real examples of successful Roma students and professionals. During 2022 and 2023, the campaigns reached over 10,000 members of Roma communities across the country, increasing primary school enrollment by 15% in Roma neighborhoods.
- **Learning centers in Roma communities:** Learning centers have been established in several Roma communities in order to provide support to students who encounter difficulties in education. These centers offer additional instruction, tutoring and homework assistance, as well as technical support, such as access to computers and the Internet. The centers also serve as venues for socialization and development of basic skills, which helps students feel accepted and motivated to continue their education. In 2023, more than 400 Roma students regularly attended such centers across the country, which resulted in a significant improvement in their grades.
- **Roma adult education programs:** Roma adults, especially women, face significant challenges in accessing education and the labor market. To this end, adult education programs that encompass basic education, vocational training and literacy play a key role in their socio-economic empowerment. In 2022, these programs included over 500 adults from the Roma community, 60% of whom were women, enabling them to acquire basic qualifications and enter the labor market.

2.2. Employment Agency of the Republic of North Macedonia

The Employment Agency of the Republic of North Macedonia plays a key role in supporting participants in the labor market. Organized in one central and 30 local employment centers across the country, the Agency provides career counseling and guidance services to unemployed people, pupils, students and people looking for a career change. These services are tailored to the needs of participants and include information on specific occupations, self-support and self-assessment tools to guide career development. The aim is to align education with the demands of the labor market thus ensuring that the training programs are relevant and effective.

- The operational plan of active programs and measures for employment and labor market services includes various initiatives aimed at improving employability through education and training:
- Job-Specific Training: Programs designed in collaboration with employers to address specific skills gaps in the workforce.
- Training for required occupations and professional profiles: Courses providing qualifications needed for occupations in high demand.
- Specific skills training: targeted programs that focus on developing specific skills that are in demand in specific industries.
- Employer-Demand Vocational Qualification Training: Tailored training programs required by employers to meet workforce needs.
- Second Chance offers the opportunity for adults to complete secondary education, especially targeting people from marginalized groups, including the Roma.
- Career Guidance and Career Guidance: Services that help individuals identify appropriate career paths and develop action plans to achieve their career goals.
- Employment mediation: Support in connecting job seekers with potential employers.
- Self-employment support measures: programs and workshops to help individuals start and manage their own businesses.

2.3. Validation of non-formal and informal learning (VNFIL)

The first steps to introduce **VNFIL** commenced in 2014, based on the amendments to the 2019 Law on Adult Education and the Law on the National Qualifications Framework³. The Ministry of Education and Science is competent for managing the implementation of **VNFIL**, accrediting the institutions that render validation services and maintaining a registry of accredited validators. The Center for Adult Education provides technical support, monitors accredited institutions and organizes training for counselors and validation assessors.

³ [zakon za nacionalna ramka na kvalifikaciji 26-02-2016.pdf\(mon.gov.mk\)](#)

A network of focal points, including validation institutions, institutions providing employment services, employers' associations, chambers of commerce, trade unions, open civic universities, local government units, non-governmental organizations and youth clubs, provide relevant information to interested candidates. This initiative aims to recognize and validate skills acquired through non-formal and informal learning, thereby improving employment and education opportunities for adults.

2.4. Persons of migrant origin

The Strategy for the Integration of Refugees and Migrants targets migrants via several educational measures:

- Introduction of educational programs for learning the Macedonian language: These programs help migrants to integrate by providing basic language skills needed for everyday life and work.
- Integration and orientation courses: These courses include information about the social and cultural life, history and political system of the country, helping migrants to adapt to the new environment.
- Identification of needed educational support and mentoring models: Personalized support and mentoring programs designed to guide migrants through the educational process.
- Ensuring access to different levels of higher education for migrant adults: Ensuring that migrants have the opportunity to pursue higher education and vocational training hence facilitating their integration into the workforce.

2.5. Adults from the Roma community

Roma Integration Strategy dwells on overcoming the educational differences faced by Roma adults. The main goals include decreasing the number of Roma adults without primary or secondary education, reducing illiteracy among Roma women and heightening the awareness of the benefits of acquiring professional qualifications.

Specific measures include:

- Creation and adoption of literacy programs
- Programs for completion of primary and secondary education
- Providing financial support: Offering scholarships and financial assistance to encourage participation in educational programs
- Developing of a registry of Roma adults interested in education: Maintaining a database with Roma adults interested in completing their education
- Selection of licensed educational institutions: Cooperation with institutions that can offer quality educational programs for Roma adults

2.6. Adults with disabilities or challenges

The National Strategy for the Standardization of the Rights of Persons with Disabilities and Special Needs includes provisions for educational programs and training targeted at specific professional profiles and occupations. This Strategy promotes professional development through relevant training programs and other forms of learning, such as professional development and internships.

The implementation of these measures is the responsibility of the Ministry of Education and Science and the municipalities that have obligations related to education at a local level. By providing adapted educational opportunities, the Strategy aims to empower people with disabilities, enabling them to participate fully in social and economic life.

3. Linkage with the Sustainable Development Goals (SDGs) and the principle of "Leave No One Behind (LNOB)"

The adult education system in North Macedonia has a key role in achieving the Sustainable Development Goals (SDGs), in particular SDG 4, which focuses on providing inclusive and quality education, as well as promoting lifelong learning for all. The principle "Leave No One Behind" (LNOB) is fundamental in the realization of these goals, emphasizing the need for the active involvement of marginalized groups, including the Roma community, in order to ensure that they have equal access to quality adult education.

By integrating the adult education system within the framework of sustainable development goals, North Macedonia can dwell on several key aspects:

- **Achieving literacy:** Ensuring that all young people, as well as a significant proportion of adults, acquire basic literacy and numeracy skills will create a foundation for further education and development. This is of vital importance for advancing the personal and professional development of citizens.
- **Equal access to education:** Creating educational opportunities at all levels and vocational training for vulnerable groups, such as persons with disabilities, marginalized communities and those in vulnerable social situations, is critical to ensure inclusiveness and equity in access to educational services.
- **Improving the quality and relevance of education:** The alignment of educational programs with the demands of the labor market is important for promoting employability and economic growth. Adult education should focus on

relevant skills that will prepare people for the current and future challenges of the labor market.

- **Promoting lifelong learning:** Developing a culture of lifelong learning is essential to encouraging people to continue their education throughout their lives, leading to personal and professional development. This creates opportunities for continued growth and adaptation in a rapidly changing world.

The adult education system in North Macedonia is adequately positioned to contribute to social inclusion, economic progress and personal empowerment of citizens. By addressing existing challenges and taking advantage of opportunities for improvement, the country can build an inclusive, dynamic and sustainable education system that will meet the needs of different groups in society and contribute to meeting national and global development goals.

4. Adult education practices in European Union countries

Germany: Volkshochschulen (VHS) Adult Education Centers VHS centers are a testament to the country's commitment to adult education, providing a variety of educational opportunities for students at different stages of life. These centers play a pivotal role in promoting lifelong learning by offering courses that cater for both personal development and professional advancement.

Main features of the VHS model:

- **Comprehensive course offerings:** VHS centers offer a wide range of courses, including basic literacy, numeracy, language learning, vocational training, arts and personal development. This comprehensive curriculum ensures that students can acquire essential skills and knowledge for personal and professional growth.
- **Adaptability and flexibility:** The VHS model is known for its adaptability, with courses scheduled at different times of the day, including evenings and weekends, to accommodate the needs of working adults and individuals with family responsibilities. This flexibility makes education accessible to a wider audience, allowing more people to engage in lifelong learning.
- **Localized Management:** Each VHS center is managed independently, allowing for localized decision-making that tailors programs to specific community needs and requirements. This model of local governance ensures that the education provided is relevant to the economic conditions and employment opportunities in each region.

- **Diverse funding model:** VHS centers are funded as a combination of local government contributions, participant co-pay and state subsidies. This diverse funding structure helps maintain the affordability of courses while ensuring the sustainability and quality of educational offerings.
- **Inclusivity and support services:** VHS centers prioritize inclusivity, offering support services such as counseling, career guidance and language assistance to help students overcome barriers to education. This support is particularly important for disadvantaged groups, including immigrants and low-income individuals thus ensuring education is accessible to all.

Impact and success:

The VHS model was useful in fostering a culture of lifelong learning in Germany. By providing affordable and accessible education, VHS centers encourage individuals to improve their skills, improve their employability and actively participate in society. The success of the VHS model is evident in its widespread adoption and positive impact on communities across the country.

Possibilities for implementation in North Macedonia:

In order to adapt the VHS model in North Macedonia, the following steps are to be considered:

- **Establishing centers based on community needs:** Creating local adult education centers that deliver a wide range of courses tailored to the needs of the community. These centers can be managed by local authorities, which allows for flexible and responsible management and planning.
- **Diversification of funding sources:** Securing funding from multiple sources, including government budgets, stakeholder participation and partnerships with the private sector to secure sustainability of adult education programs. Subsidies and scholarships would contribute to making education accessible to all interested students.
- **Developing flexible learning schedules:** offering courses at different times of the day and week to accommodate working adults and those with family responsibilities. There should be online and hybrid learning options for the purpose of increasing accessibility and reaching out to wider audiences.
- **Focus on inclusiveness:** Providing support services such as career counseling, language assistance and mentoring to help students overcome barriers to education. Developing targeted programs for marginalized groups, including Roma communities and persons with disabilities.

Finland: Liberal Education for Adults Finland's approach to adult education is known for its focus on liberal education, which emphasizes personal development, social living

(active citizenship) and professional skills. This system is delivered through institutions such as folk high schools and study centres, offering a holistic and flexible approach to lifelong learning.

Main features of the Finnish model:

- Holistic educational approach: Liberal adult education in Finland focuses on holistic development of individuals, integrating personal growth, civic engagement and vocational training. Such an approach encourages well-rounded and comprehensive education that prepares students for active participation in society.
- Strong state support and funding: The Finnish government provides substantial funding for adult education, covering a significant portion of the costs associated with the courses. This support contributes to making education available and accessible to all by reducing financial barriers for students.
- Flexible ways of learning: The Finnish system offers flexible ways of learning, allowing adults to learn at their own pace and according to their interests and needs. This flexibility meets the needs of adult learners who may have work or family commitments.
- Alignment with the labor market: The Finnish model emphasizes the alignment of adult education with the labor market demands, ensuring that the acquired skills and knowledge are relevant and valuable. This alignment contributes to improving employability and career advancement opportunities for students.
- Inclusiveness and accessibility: The Finnish government prioritizes inclusiveness, providing financial support and subsidies to ensure that education is accessible to all. Specific programs target marginalized groups, such as immigrants and people with disabilities, so that everyone has the opportunity to benefit from lifelong learning.

Impact and success:

The Finnish adult education system is highly acclaimed for its quality, inclusiveness and ability to stimulate lifelong learning. The focus on personal development and active citizenship contributes to a well-educated and engaged population, serving as a model for other countries willing to improve their adult education systems.

Possibilities for implementation in North Macedonia:

In order to incorporate elements of the Finnish liberal adult education system in North Macedonia, the following strategies are to be followed:

- Establishment of public secondary schools and study centers: Developing institutions that adopt a holistic educational approach, integrating personal development, active citizenship and professional skills. These centers are to deliver a diverse range of courses that cater to the interests and needs of adult learners.

- **Strengthening government support and funding:** Increase government funding for adult education to alleviate the financial burden on students. Securing subsidies and financial assistance thus making education accessible and affordable to all, especially with regards to marginalized groups
- **Promotion of flexible learning opportunities:** implementation of flexible ways of learning that allow adults to pursue education at their own pace and to accommodate their personal and professional commitments. Online and distance learning options are also to be considered for the purpose of increasing accessibility.
- **Aligning education with labor market needs:** Developing partnerships with employers and industry leaders to ensure that the adult education programs are aligned with the labor market demands. This alignment will improve employability and career advancement opportunities for students.
- **Focus on inclusiveness and accessibility:** Developing targeted programs for marginalized groups, such as the Roma community and people with disabilities. Providing support services, such as language assistance and career counseling to help students overcome barriers to education.

Denmark: Vernacular Schools Vernacular high schools in Denmark offer a unique model of adult education that emphasizes experiential learning, community engagement and personal development. Founded in the 19th century, these residential schools have become a cornerstone of Denmark's education system, promoting active citizenship and lifelong learning.

Main features of the Danish model:

- **Experiential learning:** Vernacular high schools focus on experiential learning, encouraging students to be actively engaged through discussions, projects and community activities. Such an approach stimulates critical thinking, creativity and collaboration, equipping students with useful skills for personal and professional success.
- **Holistic education:** The curriculum in vernacular high schools covers a wide range of subjects, including arts, humanities, natural sciences and civics. This holistic approach ensures that students receive comprehensive and well-rounded education that enhances their understanding of the world and their role in it.
- **Community engagement:** Community engagement is a fundamental aspect of the public high school experience. Schools often collaborate with local communities through projects and events, creating opportunities for students to contribute to society and develop a sense of belonging.
- **Inclusiveness and openness:** Vernacular high schools are open to all adults, regardless of their education or previous achievements. This openness creates a supportive learning

environment where individuals from different walks of life can share experiences and learn from one another.

- Financial support and accessibility: Public funding combined with participant co-pay supports public secondary schools, making education accessible to a wide audience. Financial support and scholarships are available thus allowing for participation of low-income individuals.

Impact and success:

The vernacular high school model has had a major impact on Danish society, promoting active citizenship and lifelong learning. The emphasis on personal development and community engagement has strengthened social cohesion and has contributed to Denmark's reputation as a leader in education. By fostering a culture of inclusiveness and critical thinking, public secondary schools continue to play a vital role in shaping informed and engaged citizens.

Possibilities for implementation in North Macedonia:

In order to adopt the aspects of the Danish vernacular high school model in North Macedonia, the following activities are to be undertaken:

- Establishment of residential vernacular high schools: Developing residential schools that offer a holistic and experiential learning environment. These schools are to deliver a wide range of courses that encourage personal development, critical thinking and community engagement.
- Promoting experiential learning: implementing experiential learning methods that motivate students to actively engage through projects, discussions and community activities. Such an approach will help develop students' critical thinking and problem-solving skills.
- Stimulating community involvement: Encouraging schools to collaborate with local communities through projects and events, creating opportunities for students to contribute to society and develop a sense of belonging. This involvement will foster community ties and promote social cohesion.
- Ensuring inclusiveness and accessibility: Public secondary schools are to be accessible to all adults, regardless of their education or previous achievements. Financial support and scholarships are to be offered thus making education accessible to low-income individuals.
- Developing partnerships with local organizations: Collaborating with local organizations, non-governmental organizations and community groups to design programs that address specific community needs. These partnerships will enhance the relevance and impact of the education delivered.

5. Practices outside the European Union

Countries outside the European Union offer innovative and successful adult education models that emphasize lifelong learning, employability and inclusiveness. Adult education practices from Australia, Canada and New Zealand can serve as models for other nations, including North Macedonia, seeking to improve their own adult education systems.

Australia: Australia's Community Adult Education (ACE) centers are crucial in providing lifelong learning and skills development at the community level. These centers serve as vital hubs for adult education, focusing on improving employability, personal development and social participation.

Main features of the ACE model:

- **Community-based approach:** ACE centers are deeply embedded in local communities, allowing them to tailor their programs to meet specific community needs and interests. Such a localized approach ensures that education is relevant and aligned with local employment requirements and cultural contexts.
- **Varied course offerings:** ACE Centers offer a wide variety of courses, including basic literacy, numeracy, vocational training, personal development, language learning and cultural studies. This diversity allows students to pursue an education that aligns with their individual goals, whether they want to improve employability, acquire new skills or work on personal development.
- **Flexible learning options:** Recognizing the diverse responsibilities of adult learners, ACE centers provide flexible learning options such as part-time classes, evening classes and weekend classes. This flexibility allows working adults and those with family responsibilities to participate in education without disrupting their daily lives.
- **Accessibility and inclusiveness:** The ACE model emphasizes accessibility and inclusiveness, offering support services such as counseling, career guidance and language assistance to help students overcome barriers to education. Specific programs target disadvantaged groups, including Indigenous Australians and people with disabilities, ensuring everyone has the opportunity to benefit from adult education.
- **Diverse funding sources:** ACE centers are funded through a combination of government contributions, participant participation and community support. This funding model ensures the sustainability and affordability of the programs, making education accessible to a wide audience.

Impact and success:

The ACE model has been successful in promoting lifelong learning and social inclusion across Australia. By providing affordable and accessible education, ACE centers encourage individuals to improve their skills, improve their employability and actively participate in their communities. An emphasis on community involvement and tailored education planning ensures that education remains relevant and impactful.

Implementation in North Macedonia:

In order to adapt the ACE model in North Macedonia, the following strategies can be considered:

- Establishing community-based centers: Developing local adult education centers that are embedded in communities and offer courses tailored to local needs. These centers may be operated by local governments or community organizations to provide responsive programming.
- Diversification of course offerings: Providing a wide range of courses that cater for different learning objectives, including vocational training, literacy, language learning and personal development. This diversity will appeal to a wide audience and address a variety of educational needs.
- Offering flexible learning options: Flexible class scheduling to accommodate working adults and those with family responsibilities. Both online and hybrid learning options are to be offered to increase accessibility.
- Focus on inclusiveness: Developing specific programs for marginalized groups, including Roma communities and persons with disabilities. Providing support services such as counseling, career guidance and language assistance to help students overcome barriers to education.
- Securing a variety of funding sources: Offer multiple forms of funding, including government grants, participant co-pay, and partnerships with private sector organizations to ensure sustainability and affordability of adult education programs.

Canada: Literacy and Basic Skills (LBS) Program: Canada's Literacy and Basic Skills (LBS) Program is a national initiative that aims to improve basic skills in adults, focusing on literacy and digital skills. This Program is delivered through a network of community-based organizations with an emphasis on employability and social inclusion.

Main features of the LBS program:

- Focus on basic skills: The LBS Program is aimed at developing the basic skills that are crucial for employment and social participation, including reading, writing, basic

mathematics and digital literacy. These essential skills are linked to employment readiness, encouraging students to succeed in modern workplaces.

- **Flexible and Responsive Design:** The LBS Program is designed to be flexible and responsive to the needs of adult learners. Courses are offered at a variety of different times and locations, including face-to-face classes, online learning and blended learning. This flexibility ensures that students can access education in a way that suits their circumstances.
- **Collaboration with employers:** Community-based organizations delivering the LBS Program work closely with employers to ensure that the skills taught are relevant to the labor market. This collaboration helps improve the employability of students and enables networking.
- **Comprehensive support services:** The LBS Program offers a range of support services, such as career counselling, employment assistance and mentoring, to help students transition into the 'workforce'. These services are tailored to the individual needs, providing personalized support for successful outcomes.
- **Provincial and Federal Funding:** The LBS Program is financially supported by the provincial government, supplemented by federal grants, ensuring the sustainability and broader scope of the initiative. This funding structure enables the delivery of high quality education and support services across the country.

Impact and success:

The LBS Program is a core program targeted at improving literacy and basic skills among Canadian adults, contributing to higher employment rates and increased social inclusion. By focusing on basic skills and collaborating with employers, the Program effectively prepares students for the demands of the modern economy.

Implementation in North Macedonia:

To implement elements of the LBSPprogram in North Macedonia, the following approaches can be taken:

- **Focus on developing basic skills:** Developing programs that target basic skills, including numeracy and digital literacy. These skills are crucial for employment and social participation and are to be emphasized in adult education offerings.
- **Improving flexibility and accessibility:** offer courses at different times and locations to accommodate different students' schedules. Implementation of multiple delivery methods, including in-person, online and blended learning so as to increase accessibility and reach a wider audience.
- **Encouraging cooperation with employers:** establishing partnerships with employers to ensure that adult education programs are aligned with labor market requirements. This

collaboration will improve the relevance and impact of the education provided thus improving employability for students.

- Providing comprehensive support services: offering personalized support services, such as career counseling, employment assistance and mentoring so as to help students succeed. These services should be tailored to individual needs and provide ongoing support throughout the educational journey.
- Securing government funding: funding at regional or district level to support the development and delivery of adult education programmes. This funding will enable the implementation of high quality education and support services thus ensuring sustainability and effectiveness of the initiative.

New Zealand: The New Zealand Workplace Literacy Fund is an initiative designed to improve the numeracy and literacy skills of employees, increasing their effectiveness and career progression potential at the workplace. This Program is characterized by strong employer engagement and a focus on practical, outcome-based training.

Main features of the Workplace Literacy Fund:

- Customized training programs: The Workplace Literacy Fund offers customized training programs that address the specific needs of employees and employers. These programs are developed in collaboration with employers, ensuring that the content is relevant and applicable at the workplace.
- Focus on practical outcomes: training programs emphasize practical, experiential learning, providing students with opportunities to apply their new skills in real-world situations. Such an approach reinforces learning and improves job retention hence increasing the value of training for both employees and employers.
- Employer engagement: employers play a central role in the Workplace Literacy Fund, collaborating in the development and delivery of training programmes. This engagement ensures that training meets specific workforce needs and contributes to improved productivity and job satisfaction.
- Government support: The Program is supported by government grants for employers to implement training programmes hence ensuring that the initiative is accessible and affordable to businesses. This support encourages employers to invest in employee development and enhances the scope of the Program.
- Comprehensive support services: The Workplace Literacy Fund offers a variety of support services, such as mentoring and training so as to help students succeed. These services provide ongoing support and guidance thus ensuring that learners can effectively apply the newly gained skills at the workplace.

Impact and success:

The Workplace Literacy Fund has been successful in improving the literacy skills of New Zealand's workforce, leading to increased productivity and increased opportunities for career progression. The program's focus on practical outcomes and employer engagement has made it a valuable tool for workforce development and economic growth.

Implementation in North Macedonia:

To adapt the Literacy Fund model to the workplace in North Macedonia, the following strategies can be considered:

- **Developing customized training programs:** Creating training programs that address the specific needs of employees and employers, focusing on literacy and numeracy skills. These programs should be developed in collaboration with employers so as to ensure relevance and applicability.
- **Emphasis on hands-on learning:** implementing hands-on, experiential learning methods that provide opportunities for students to apply their new skills to real-world situations. This approach will reinforce learning and improve retention, increasing the value of the training.
- **Involvement of employers:** Establishing strong partnerships with employers to engage in the development and delivery of training programmes. This engagement will ensure that training meets the workforce needs and contributes to improved productivity and job satisfaction.
- **Secure government support:** government grants and incentives to support the development and delivery of workplace literacy programs. This support will make the programs available and accessible to businesses as well, encouraging investment in employee development.
- **Provision of comprehensive support services:** mentoring, coaching and other support services for students to succeed in their training programs. These services should provide ongoing support and guidance thus ensuring that learners can effectively apply their new skills at the workplace.

6. Positive practices from the Balkan countries

The Balkan region has developed several effective adult education models that focus on inclusiveness, accessibility and lifelong learning. The experiences of Croatia, Slovenia and Bosnia and Herzegovina provide valuable insights into creating effective adult education frameworks that can be adapted for North Macedonia.

Croatia: Open Universities Open universities in Croatia are a popular choice for adult learners, offering a variety of educational programs including language courses, vocational training and personal development workshops. These institutions are characterized by their accessibility, inclusiveness and emphasis on lifelong learning.

Key features of the Open Universities model:

- Varied course offerings: Open universities provide a wide range of courses, from basic literacy and numeracy to advanced vocational training and personal development workshops. This variety allows students to pursue an education that meets their individual needs and goals.
- Flexible delivery methods: Courses are offered at different times and locations, with multiple delivery methods including face-to-face classes, online learning and blended learning. This flexibility ensures that students can access education in a way that suits their abilities.
- Emphasis on lifelong learning: The Open University model prioritizes lifelong learning, encouraging individuals to engage in education throughout their lives for personal and professional growth. This focus on continuous learning helps students adapt to the changing labor market and societal needs.
- Accessibility and support services: Open universities are committed to accessibility and inclusiveness, offering support services such as counseling and careers guidance to help students navigate through their educational and professional pathways. Financial support and scholarships are also available to ensure that education is accessible to all.
- Funding and sustainability: Open universities are funded through a combination of government support, tuition fees and EU funds. This funding structure ensures sustainability of programs while keeping education affordable for students.

Impact and success:

The Open Universities model has been successful in promoting lifelong learning and social inclusion in Croatia. By providing diverse and accessible educational opportunities, Open universities encourage individuals to improve their skills, enhance their employability and actively participate in society.

Implementation in North Macedonia:

In order to implement the Open Universities model in North Macedonia, the following approaches can be followed:

- Establishing open universities: Development of institutions offering a wide range of courses, from basic literacy to advanced vocational training and workshops for personal development. These institutions should prioritize accessibility and inclusiveness, providing flexible learning options and support services.

- Promoting lifelong learning: Encouraging individuals to engage in education throughout their lives by offering diverse and relevant courses that meet the needs of learners and the labor market. Emphasizing the importance of continuous learning for personal and professional development.
- Offering flexible delivery methods: Delivering courses through multiple delivery methods, including face-to-face, online and blended learning, to accommodate varying student commitments and preferences. This flexibility will increase accessibility and reach a wider audience.
- Providing support services: offering counselling, career guidance and financial support to help students overcome barriers to education. It is necessary to ensure that education is accessible and affordable to all, especially as regards marginalized groups.
- Secure funding and partnerships: funding from government sources, EU funds and tuition fees to support program development and delivery. Collaboration with local organizations and businesses to align education with labor market needs and ensure sustainability.

Slovenia: Lifelong Learning Week. Lifelong Learning Week in Slovenia is an annual event designed to promote adult education and lifelong learning throughout the country. This initiative includes workshops, seminars and public lectures on various topics, encouraging adults to engage in learning activities and fostering a culture of lifelong learning.

Key features of Lifelong Learning Week:

- Wide range of activities: Lifelong Learning Week offers a diverse range of activities, including workshops, seminars and public lectures on topics ranging from personal development to professional skills. Such variety ensures that there is something for everyone thus appealing to different interests and needs.
- Inclusivity and Accessibility: The event is designed to be inclusive and accessible, providing opportunities for individuals from all backgrounds to participate. Formal and informal learning opportunities are available, ensuring that students can engage in education that suits their preferences and circumstances.
- Community Engagement: Lifelong Learning Week highlights community engagement, bringing together students, educators, employers and policy makers to discuss and promote lifelong learning. This collaborative approach helps build a culture of learning and supports the development of a comprehensive adult education system.
- Support Services: The event provides a variety of support services, such as counseling and career guidance, to help students make the most of their educational experiences. These services ensure that students receive the support they need to succeed in their learning endeavors.
- Funding and support: Lifelong Learning Week is supported by the government, educational institutions and NGOs hence ensuring the

sustainability and outreach of the initiative. This joint support helps raise awareness of the importance of lifelong learning and stimulates participation.

Impact and success:

The Lifelong Learning Week has been successful in raising awareness of the importance of lifelong learning and promoting adult education throughout Slovenia. The event's focus on community engagement and inclusiveness helped build a culture of learning and supported the development of a comprehensive adult education system.

Implementation in North Macedonia:

In order to adapt the Lifelong Learning Week initiative in North Macedonia, the following strategies can be considered:

- Organizing a National Lifelong Learning Week: Organizing an annual event that promotes adult education and lifelong learning, offering workshops, seminars and public lectures on a wide range of topics. This event should be inclusive and accessible, providing opportunities for individuals from all backgrounds to participate.
- Promoting community engagement: Encouraging collaboration between learners, educators, employers and policy makers to discuss and promote lifelong learning. This joint approach will help build a culture of learning and support the development of a comprehensive adult education system.
- Offering a variety of learning opportunities: Providing formal and informal learning opportunities that appeal to diverse interests and needs. The event should offer a variety of activities to engage students and promote continuous learning.
- Rendering support services: offering counseling, career guidance and other support services to help students maximize their educational experiences. These services should be tailored to individual needs and provide ongoing support throughout the learning process.
- Secure funding and support: funding from government sources, educational institutions and non-governmental organizations to support the development and implementation of the event. This joint support will help raise awareness of the importance of lifelong learning and encourage participation.

Bosnia and Herzegovina: Adult Education Centers

Key features of Adult Education Centers

- Focus on practical skills and employability: courses at adult education centers are tailored to the local labor market thus ensuring that students acquire relevant skills that can improve their employability. The curriculum

includes basic literacy, numeracy, vocational training and secondary education, providing a comprehensive approach to adult learning that supports career advancement and economic empowerment.

- Collaboration with local businesses: Centers work closely with local businesses and employers to provide jobs and work opportunities for graduates. This collaboration helps to bridge the gap between education and employment, supporting economic development and social inclusion by aligning educational programs with the specific labor market requirements.
- Various sources of funding: Adult education centers in Bosnia and Herzegovina are funded by local authorities, international organizations and participant co-pay. Such a diverse funding structure ensures sustainability of the centers while maintaining the affordability of programs for students.
- A supportive learning environment: The centers provide a welcoming and supportive environment, encouraging the participation of all members of the community. Support services such as counselling, career guidance and mentoring are available to help students overcome any barriers they may face during their education.
- Emphasis on marginalized groups: A significant focus is placed on providing education for marginalized groups, especially the Roma community. Programs are designed to address the specific needs and challenges these groups encounter thus ensuring they have equal access to the educational opportunities and resources necessary for success.

Impact and success:

Adult education centers in Bosnia and Herzegovina have a key role in improving the employability and social inclusion of adult learners. By offering affordable and relevant education, these centers encourage individuals to improve their skills, secure employment and actively participate in their communities. The emphasis on collaboration with local businesses and the focus on developing practical skills have been key factors in the success of these centres.

Implementation in North Macedonia:

In order to implement the Adult Education Centers model in North Macedonia, the following strategies can be considered:

- Establishment of adult education centers: Development of centers that deliver a range of educational programs, including basic literacy, vocational training and secondary education. These centers should focus on inclusiveness, accessibility and development of practical skills to meet the diverse needs of adult learners.
- Collaboration with local businesses: establishing partnerships with local businesses and employers to align the educational programs with the labor market requirements. Securing jobs and work opportunities for graduates to improve employability and support economic development.

- Securing different sources of funding: Funding from local authorities, international organizations and co-pay from participants to ensure the sustainability of adult education programs. This diverse funding structure will help maintain the affordability of programs for students.
- Focus on marginalized groups: Development of targeted programs for marginalized groups, including Roma communities and persons with disabilities. It is to be ensured that these programs address the specific needs and challenges faced by these groups thus ensuring equal access to educational opportunities.
- Providing learning support: Offering support services such as counselling, career guidance and mentoring to help students succeed in their educational pursuits. Creating a welcoming and supportive environment that encourages participation and engagement of all community members.

7. Recommendations for North Macedonia

7.1. Adapting successful models:

- **Community-based centers:** Establishment of adult education centers in local communities, similar to German Volkshochschulen (VHS), will provide for courses tailored to local needs. These centers will offer a wide range of programs, including literacy, vocational training and personal development programs so as to improve the skills and capabilities of adult learners.
- **Non-formal education:** By expanding non-formal education based on the liberal adult education model in Finland, personal development, civic participation and flexible learning opportunities will be emphasized. Denmark's public schools can serve as a model for fostering critical thinking, creativity and community participation through experiential learning.

7.2. Utilization of existing resources:

- **Strengthening existing institutions:** By providing the necessary resources and support from the authorities, the existing educational institutions will be able to offer quality adult education programs. Developing a blended funding model that includes government support, stakeholder participation and partnerships with the private sector will ensure sustainability.
- **Utilization of existing infrastructure:** By utilizing the infrastructure of existing institutions the capacity for adult education will be expanded. It is necessary to ensure that facilities are equipped with appropriate technology to support different learning modalities.

7.3. Building capacities:

- **Professional development for educators:** With a focus on continuing professional development for educators, their adult education skills will be enhanced. There is a need to offer trainings and workshops to improve teaching techniques and share best practices.
- **Improving facilities and technology:** Investing in improving facilities and technology infrastructure will improve the learning experience for adults and support different avenues of learning, such as online and hybrid programs.

7.4. Strategic planning and stakeholder engagement:

- **Development of a comprehensive strategy:** By creating a comprehensive strategy for adult education that will be aligned with the national development goals and the labor market demands, the effectiveness of the programs will be ensured. The involving of employers, community organizations and students in the planning process will contribute to the relevance of educational programs.
- **Establishing partnerships:** The fostering of partnerships between educational institutions and local businesses will provide practical training and employment opportunities. This will ensure that the programs are aligned with the labor market needs.

7.5. Support measures for specific target groups:

- **Targeted programs for marginalized groups:** The developing and implementation of targeted programs for the Roma community, migrants and adults with disabilities will ensure their inclusion in the education system. Literacy and vocational training programs should be tailored to their specific needs, accompanied by financial support and awareness campaigns.
- **Establishing support networks:** Creating support networks to help students surpass barriers to education. These networks can offer mentoring, counseling and career guidance so as to ensure that students successfully achieve their educational goals.

8. Conclusion

The integration of international best practices and strategic recommendations can significantly improve the adult education system in North Macedonia thus ensuring that it is inclusive, accessible and aligned with the national development goals. By adopting successful models from countries such as Germany, Finland, Denmark, Australia, Canada and New Zealand, North Macedonia can build a diverse and flexible adult education framework that meets the needs of its population and contributes to the achievement of the sustainable development goals. (SDGs).

Adult education in North Macedonia is essential for achieving sustainable development goals, especially when it comes to marginalized groups such as the Roma community. Despite the efforts made, there are still challenges that hinder this process. Hence, the recommendations given could advance adult education and ensure its inclusiveness, along with identified gaps that need to be overcome.

By integrating these best practices and recommendations, North Macedonia can develop a robust and inclusive adult education system that meets the needs of its adult learners and supports the national development goals. This approach will contribute to the attainment of the SDGs and ensure that no one is left behind, especially marginalized groups such as the Roma community. By focusing on continuous improvement, stakeholder engagement and alignment with international best practices, North Macedonia can create a sustainable and efficient adult education system that empowers all its citizens.

Incorporating successful models from countries such as Germany, Finland, Denmark, Australia, Canada and New Zealand will help North Macedonia build a diverse and flexible adult education system that meets the needs of its population. The emphasis on inclusiveness, practical skills and community involvement will ensure that all adults have the opportunity to engage in lifelong learning and improve their socio-economic prospects. By focusing on specific support measures for marginalized groups, the accessibility and effectiveness of the adult education system will be further strengthened hence ensuring that everyone has the chance to benefit from education and training opportunities. Through strategic planning, stakeholder engagement and continuous improvement, North Macedonia can create an inclusive and dynamic adult education system that empowers individuals, supports economic growth and fosters social cohesion.

9. Annex 1

Table with useful information and direct links to relevant sources that can be useful for accessing education, calls and other resources in North Macedonia

Category	Description	Links
Access to adult education	Official information and admissions for adult education.	<u>Macedonian Center for Lifelong Learning (Makarenko)</u>
Calls for education	Open calls for education, scholarships and training programs	Calls - Ministry of Education and Science
Employment programs	Programs and measures to increase employability through training and education	<u>Employment Agency of the Republic of North Macedonia</u>
European education programs	EU programs and funding for lifelong learning and professional development	<u>Erasmus+ Macedonia</u>
Calls for financial support	Calls for grants and support for educational projects and trainings	<u>European Funds for Education</u>
Online education	Platforms for online education and informal learning	<u>Coursera</u> , <u>EdX</u>
Professional training and certification	Certificate programs for professional development and training.	<u>LinkedIn Learning</u>
Access to educational resources	Free educational resources and textbooks.	<u>OER Commons</u>
Mentoring and career support	Programs for mentoring, career guidance and support for professional development	<u>European mentoring networks</u>

10. References

1. **European Union Agency for Fundamental Rights (FRA).** (2018). *Education: The Situation of Roma in 11 EU Member States*. Retrieved from [FRA Website](#)
2. **Eurydice.** (2015). *Adult Education and Training in Europe: Widening Access to Learning Opportunities*. European Commission. Retrieved from [Eurydice Network](#)
3. **Organization for Economic Co-operation and Development (OECD).** (2020). *Education at a Glance 2020: OECD Indicators*. OECD Publishing. Retrieved from OECD iLibrary
4. **UNESCO Institute for Lifelong Learning.** (2017). *Global Report on Adult Learning and Education: The Impact of Adult Learning and Education on Health and Well-being; Employment and the Labor Market; and Social, Civic and Community Life*. Retrieved from [UNESCO Institute for Lifelong Learning](#)
5. **European Association for the Education of Adults (EAEA).** (2019). *Adult Education in Europe 2019 - A Civil Society View*. Retrieved from EAEA Website
6. **European Center for the Development of Vocational Training (Cedefop).** (2020). *Empowering Adults through Upskilling and Reskilling Pathways: Volume 1*. Cedefop reference series; No 112. Retrieved from [Cedefop](#)
7. **Ministry of Education and Science of North Macedonia.** (2018). *Strategy for Adult Education in the Republic of North Macedonia (2019-2023)*. Government of North Macedonia. Retrieved from [the Ministry of Education and Science](#)
8. **Finnish National Agency for Education.** (2020). *Liberal Adult Education in Finland*. Retrieved from Finnish National Agency for Education
9. **Adult Learning Australia.** (2019). *Adult and Community Education (ACE) in Australia*. Retrieved from Adult Learning Australia
10. **Government of Canada.** (2021). *Literacy and Essential Skills*. Retrieved from Government of Canada
11. **New Zealand Ministry of Education.** (2020). *The Workplace Literacy and Numeracy Fund*. Retrieved from Ministry of Education New Zealand

12. **Croatian Ministry of Science and Education.** (2020). *Open Universities in Croatia: A Pathway to Lifelong Learning*. Retrieved from [the Croatian Ministry of Science and Education](#)
13. **Slovenian Institute for Adult Education (SIAE).** (2019). *Lifelong Learning Week in Slovenia: A Commitment to Learning*. Retrieved from [SIAE](#)
14. **Bosnia and Herzegovina Ministry of Civil Affairs.** (2018). *Adult Education Strategy in Bosnia and Herzegovina*. Retrieved from [Ministry of Civil Affairs Bosnia and Herzegovina](#)
15. **UNESCO.** (2016). *Education for People and Planet: Creating Sustainable Futures for All*. Global Education Monitoring Report. Retrieved from [UNESCO Global Education Monitoring Report](#)

ROMACTED phase II “Promoting good governance and empowerment of Roma at local level” is a Joint Programme between the European Union (DG NEAR) and the Council of Europe.

ROMACTED Programme phase II is implemented in the period January 2021 and December 2024.

The Programme is designed to build up political will and sustained policy engagement of local authorities, to enhance democratic local governance and to build up capacity and stimulate the empowerment of local Roma communities to contribute to the design, implementation and monitoring of plans and projects concerning them through the following outcomes:

1. empowering Roma community - on the individual level (assisting people to practice their basic rights and to expand their capacity and skills), as well as on the community level (assisting people to get organised to voice out their interests around community problem solving, and;
2. improving and expanding the institutions’ commitment, capacities, knowledge and skills in working for Roma inclusion, putting in practice the concepts of good governance;
3. contributing to preparation of the local development actions that aim to improve the quality of life for Roma and to reduce the gap between Roma and non-Roma, including in relation to mitigating the effects of the COVID-19 pandemic

This publication was produced within the framework of the ROMACTED 2 programme, available on Macedonian and English language in electronic version, with financial support from the European Union and the Council of Europe.

The opinions expressed in this work are the responsibility of the author(s) and do not necessarily reflect the official policy of the Council of Europe and the European Union

The member states of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

www.europa.eu

The Council of Europe is the continent’s leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int

Co-funded
by the European Union



Co-funded and implemented
by the Council of Europe